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# FIRST DISTRICT NORMAL SCHOOL BULLETIN



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BULLETIN  
OF THE  
First District Normal School  
KIRKSVILLE, MISSOURI

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NOTE 1: By custom of this institution the order in which the names of Faculty members are printed has no significance. It is merely a matter of convenience.

NOTE 2: For full list and records of Faculty members see the last chapter of this bulletin.



PHOTOGRAPHIC VIEW OF BUILDINGS  
ORIGINAL BUILDING, BALDWIN HALL, IN CENTER, COMPLETED IN JANUARY, 1873.  
LIBRARY HALL, AT LEFT, COMPLETED IN DECEMBER, 1901.  
SCIENCE HALL, AT RIGHT, COMPLETED IN MAY, 1906.  
MODEL RURAL SCHOOL, MANUAL ARTS HALL, SCHOOL FARM AND SCHOOL GARDENS AT THE REAR AND NOT SHOWN IN PICTURE.

# Quarterly Bulletin

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## FOREWORD.

This Normal School stands for such preparation of professional teachers as will constitute complete preparation. There seems to be a somewhat un-American idea cropping out occasionally in some quarters to the effect that Normal Schools should afford only partial preparation of teachers, and that no one should ever be recognized as a professional teacher full-fledged until he or she has been reconstructed, refinish'd, relabel'd, and furnisht with a degree by some other higher institution. But the Normal Schools are not preparatory schools for any other institutions. They are, or were design'd to be, the people's colleges, or the teachers colleges of the people perhaps, instituted by the people for as distinct purposes as the college of medicin or of law or of engineering whose graduates are recognized in their several professions as persons prepared for professional life.

The Normal School graduates are in great demand—a demand which can not as yet be fully met. It is quite clear that a majority of the school boards prefer Normal School graduates above all other people for practically every kind of teaching position. Knowing the popular demand, those in charge of the up-to-date Normal School struggle with their utmost energies to keep themselvs familiar with the needs of all the public schools. Responding to the demand that is made, this Normal School sends a majority of its students and graduates back into their several communities prepared to teach in rural schools;

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NOTE: Official publications of this Normal School follow in large part the spellings recommended by the Simplified Spelling Board.

several hundred of them to teach in the grades of villages, towns, and cities; and about two hundred each year to fill positions in high schools, principalships, superintendencies and supervisorships. There is therefore unceasing effort of president and faculty to know the conditions in the entire community and to meet the educational needs from the remotest rural district to the best of the organized city schools. Frequent excursions are made by the president of the institution and by some members of the faculty into the village and rural districts. Knowing the conditions and the needs of the public schools and being anxious to perform that function which the people desire to have performed, those who conduct the Normal School work unceasingly to produce and to send into the public schools full-fledged, scholarly and skilful teachers, professional teachers, as completely prepared to meet the needs of the public schools as may be possible. There is scarcely a day in the year that the office of this institution does not have requests for teachers in larger numbers than the institution can possibly supply. No young person, therefore, in this part of Missouri who has in mind a career as a public school teacher need have any doubt as to the opportunity afforded after reasonable preparation.

Those in charge of this institution at the present time are grateful for the confidence which the people and the school boards continue to have in the students and graduates of this institution. If the power is within us we will yet make the institution far more serviceable than it has been in the past, and even more deserving of the confidence of the people.

## **ABOUT ENTERING SCHOOL**

**When to Enter.** The best time to enter the fall quarter will be Tuesday, September 9. That is the day to make programs.

As a rule it is best to enter any term on the first day of the term.

**Credit for Work Done Elsewhere.** Students should understand that the work done in good high schools is accredited and that each of them may begin studies in this institution at points where the studies were discontinued in other schools. This is done at the student's risk. If he can not continue successfully the new studies, he will be asked to change over into classes of such advancement that the studies can be carried successfully.

**The Making of Daily Program.** Students should be able to show by their grade cards from other institutions and by their own oral statements here at what points, they left off their studies in the several branches in other institutions. They should inspect the course of study offered in this bulletin. They should understand that they are jointly responsible with the faculty in the making of their daily programs.

**Faculty Members Make Programs.** All members of the faculty are to be at the president's office or in the men's gymnasium from 8 to 12 a. m. and from 2 to 5 p. m. Tuesday, September 9, for the purpose of assisting students in making programs. It is recommended that students come to Kirksville and make boarding house arrangements on Monday, September 8.

**Beginning of Recitations.** Class room exercises will begin according to the daily program at 8 a. m. Wednesday, September 10.

**Bring Grade Cards.** Students are specially warnd not to forget their former grade cards, certificates, diplomas, and other written or printed evidence of school work that they may have. There is need of economizing time. There is need of such classification that students will not lose time in changing from class to class. But no student will be allowd to remain long in any class which has work too difficult or too easy for him.

**Bring Text Books.** It is well for students to bring with them the principal text books or reference books formerly used and studied. These books are useful in many ways.

**Official Program.** The student's official program is issued in duplicate over the signature of the president of the institution. Prior to issuance of such program, the student must present a receipt from the treasurer of the institution showing that the incidental fee has been paid.

**Purchase of New Books.** Students should understand, and especially those younger students accompanied by parents, that it is not advisable to purchase books on the day the program is made. Programs are made on the best information available at a given time. Then the students distribute themselves in their several classes. After about one day's contact with instructors the students can be given reasonably certain information as to the books they will need. The rush for the purchase of books, therefore, should be during the latter part of the afternoon of Wednesday, September 10, after at least one meeting between teacher and students.

**Incidental Fee.** The incidental fee is seven dollars for the first term and six dollars for each succeeding term within a period of twelv months. No program is made until the incidental fee is paid. A representativ of the treasurer will be at the Normal School office to receive the incidental fees.

**Room, Board, etc.** Room rent, meals, light, fuel, etc., cost from \$3.50 to \$4.50 per week, owing to the kind and quality of accommodations and distance from the buildings. A majority of the students probably pay from \$3.75 to \$4.00 per week. Some reduce their expenses in various ways. There are a few who get along on \$2.75 to \$3.25 per week. Some students rent rooms and board in clubs; some do light housekeeping. There is a variety of ways whereby students may economize if they desire to do so.

**Segregated Rooming Houses.** This institution is coeducational, but it is required that young men and young women have rooms in separate rooming houses. The faculty will not recommend any rooming house excepting on the information that such rooming house will be exclusively for young men or exclusively for young women. The dean of the faculty will have charge of those cases in which families move to Kirksville for the purpose of educating sons and daughters and those in which brothers and sisters move to Kirksville with a view to light housekeeping while students. It is seen, therefore, that in protecting its students the institution will not subject any one to unreasonable hardships.

**Enrolling in the Practice Schools.** Parents wishing to have their children enrold in the practice schools or rural school should see Miss Susie Barnes, Director of the Practice Schools, or Miss Florence M. Lane, Teacher of the Rural School. This may be done on Tuesday, September 9. Both city and rural children may be enrold in the general practice school. Only rural children will be enrold in the rural school.

## **LITERARY SOCIETIES, DEBATING CLUBS.**

The Institution supports and encourages many forms of student activities. The Philomathean Literary Society and the Senior Literary Society are mixt societies of men and women, with about 70 members each. The Elizabeth Barrett Browning Club is composed of about 40 young women. The Websterian Debating Club, the Claytonian Debating Club, the Ciceronian Debating Club, and the Demosthenonian Debating Club are composed of young men and have about 30 to 35 members each. The Current Topics Club comprises about 20 young women. The History Club, composed of men and women, faculty members and students, has an activ membership of about 25. There are other similar clubs: the Art Club, the German Club, the Latin Club, the Tennis Club, the Rural Sociology Club, the Science Club, and the Shakespeare Society, having about 25 members each.

These societies meet once a week, some in the daytime, and some at night. Credit is given for work in these clubs and societies, provided the work is faithfully done and a definit record of the same can be shown. The work is credited under the head of Public Speaking and Debating. It is considerd very valuable and is placed on a par with other good school work, hour for hour.

The Athletic Club is an organization of young women under the leadership of Miss Dockery, of the Department of Physical Education. It usually has about 100 members. Its purpose is to acquire and exemplify the best ideals for perfecting the health of young women.

The Political Equality Club is composed of about 75 young women who meet once a week to study and discuss all sorts of sociological questions.

## **ENTERTAINMENTS**

**Y. M. C. A. Lecture Courses.** For about fifteen years the Young Men's Christian Associations of the Normal School and of the American School of Osteopathy have maintained a high grade Lecture Course during the winter season. The object has been to furnish entertainment and instruction and not to make money. The Associations have therefore put into the Course just as much as the patronage would justify. The Course has consisted of five or six numbers each year and the season tickets have been from \$1.50 to \$2.00 for each season.

**The Coburn Players.** An attractive feature of the summer terms for the past three years has been the outdoor Dramatic Festival by the Coburn Players of New York. The twenty-five people of this company are among the best actors in this country. In 1911 they gave two Shakespearean plays and one Greek tragedy. In 1912 they presented three comedies of Shakespeare. June 30 and July 1, 1913, the repertoire consisted of one tragedy, "Othello"; a comedy, "The Taming of the Shrew"; and the history play, "King Henry V." Nearly one thousand people, more than half being our students, were entertained and instructed by these high class performances. It is expected that the engagement of the company will be continued.

## **THE CHRISTIAN ASSOCIATIONS**

The Young Men's Christian Association and the Young Women's Christian Association are voluntary organizations which the Institution encourages and aids as much as possible.

The rooms of the Young Women's Christian Association are delightfully cosy, convenient and comfortable. They are easily accessible from the Auditorium, the Library and other chief centers of activity. The quarters of



Y. M. C. A. CABINET, 1913

the Young Men's Christian Association are equally accessible, convenient and comfortable.

The Young Women's Christian Association is a branch of a worldwide movement, organized for the purpose of uplifting and strengthening the characters of young women students. The Association members are accustomed to hold special meetings each Sunday afternoon. They also hold an occasional series of noonday prayer meetings and classes organized for the systematic study of the Bible and Missions. For these meetings they are given the use of the most convenient and pleasant room to be had for such purposes in any of the buildings. It is the main reading room of the Library which the janitors put in order each Sunday for the special purposes of the young women's meetings. The Adviser of Women has her headquarters in the rooms of the Association and has for one of her principal duties, all such contributions to the comfort and welfare of the girls as may be possible. One specially unique and helpful enterprise in connection with the Association work is the Student's Supply Stand in which a variety of class room necessities may be purchased.

The Young Men's Christian Association has for its fundamental purpose the improvement of the lives and conduct of the young men. It especially emphasizes clean living and pure thinking. The members for the attainment of their purposes welcome to membership every young man in the institution who cares to belong. They provide weekly devotional meetings of their own, varied by lectures and life-work meetings. They have occasional joint meetings with the Young Women's Christian Association. They maintain classes in the systematic study of the Bible and of Missions. Both the young men and young

women give occasional socials and entertainments, sometimes for members alone, sometimes for the entire school.

The Young Men's Christian Association supports, as explained elsewhere, a five number Lecture Course, costing over \$1000 annually. It sends out a "Gospel Team" of five young men during the Holidays to engage in evangelistic work. It sends annually a delegation of from three to six members to the general student Conference of the Young Men's Christian Associations at Lake Geneva, Wisconsin.

The Young Women's Christian Association sends even larger numbers to the great annual meetings of the National organization.

The Y. M. C. A. men offer to students the convenience of their well-equit reading room, stockt with papers and magazines. They operate a book exchange where students may buy and sell second-hand text books. They have a corps of young men whose duty it is to secure boarding places for prospectiv students and to meet such persons at trains and conduct them to their boarding places. They have instituted an Employment Bureau which is in part directed by a member of the Faculty, Professor J. W. Heyd. This Bureau is to help students secure positions for those who desire to earn a part or all of their expenses.

**Directory.** Write for a free booklet containing the following information:—street, church, boarding and rooming house, debating club and literary society directories; train schedules, daily program, school songs and yells, and other valuable material. Address Mr. Horace Mills, 215 N. Mulanix St., Kirksville, Mo.

## **INTER-SCHOOL DEBATES**

The Debating League is formed of representatives from the various clubs and societies interested in debating, and from the faculty. This league has arrangements with the Springfield and Cape Girardeau Normal Schools for annual debates among the three schools.

## **EMPLOYMENT BUREAU**

In response to the demands of many earnest students, and to letters of prospective students, the Faculty appointed a year ago a committee to act in conjunction with a committee of the Y. M. C. A. to constitute an Employment Bureau. This Committee endeavors to find places for serious, industrious students where such students can earn a part at least, of their expenses while attending school.

The Committee will attempt to put worthy students in touch with such work. Some of our very best students in the past have been enabled to continue in school in this way. A large number have been placed during the past year, but with better organization we hope to do much more in this direction.

Prospective students wishing information should write to Professor J. W. Heyd, Faculty member of the Committee.

## **LABORATORIES**

This school has nine laboratories distributed among the following departments: Physics, Physical Geography, Chemistry, Agriculture, Home Economics, and Photography.

The laboratory for Physics is furnished with massive tables, fitted with gas and electric outlets, and steel support rods and accessories. This room also contains a cement pier, resting on a bed of sand in the earth, for experiments in which apparatus must be guarded from vibration. All

apparatus is new, and of the best and most efficient type of domestic and foren manufacture.

The Physical Geography laboratory is provided with maps, charts, and other necessary apparatus. The room is also provided with an optical lantern and an abundance of slides. All sources of supply have been drawn upon to equip this department with apparatus and supplies.

The Chemistry department has two laboratories. The chemistry laboratory proper is equipt with thirty-two desks, and ninety dust-proof and mouse-proof steel lockers, each being supplied with all necessary apparatus. All other appliances usually found in up-to-date laboratories are provided for the comfort and convenience of the students. The bacteriological laboratory is used in co-operation with agriculture and home economics courses and is equipt with microscopes, incubators, autoclave, ovens, hot water sterilizers, and other needed apparatus.

The Agriculture classes have access to a dairy laboratory fully equipt with cream testers, separators, and sanitary apparatus in which both steam and hot water are used. Steam is also available for operating separators and turbine testers. All the classes also have the use of the state farm as a laboratory and as a field for demonstration. This farm consists of 30 acres. It is well equipt with farm machinery, including a small threshing machine and an ensilage cutter. There is soon to be constructed a model group of farm buildings with modern conveniences, so the farm will be complete as a demonstration. The farm work is done entirely by students.

The department of Home Economics uses a large laboratory well equipt for individual cooking for twenty students at a time, and for serving meals for thirty people. A small kitchen and a dining room are furnishst to demonstrate the problems of a family of ordinary size. Another

room is furnish'd with sewing machines and other apparatus for sewing, dressmaking, and the study of textiles.

In Photography a large laboratory is fitted up with cameras, and other apparatus for teaching purposes. A smaller laboratory is for the exclusiv use of members of the faculty.

In addition to these laboratories, sixteen rooms in the buildings are fitted up with stereopticons and slides, and a cinematograph is instald in the auditorium with educational film service. Various departments are well equipt with models, maps, and charts.

### **THE LIBRARY**

The library occupies four rooms of Library Hall.. It contains 18,000 volumes catalogd according to the Dewey decimal system, 6,000 government publications, and 100 current periodicals. Most of the books have been carefully selected by those in charge of the various departments with special reference to actual daily use in the classes. The plan has been to purchase from five to twenty-five duplicate copies of such books, according to the size of the classes using them. In a separate room is a large collection of books suitable for use of the Practice School, and adapted to public school use.

### **CERTIFICATES AND DIPLOMAS**

**The Major Academic Subject.** As a rule each certificate and each diploma receives its name from the major academic subject offerd by the student, this subject being presumably one in which the student has special aptitude. Each diploma for a three years' course requires at least two academic units of college rank in the major academic subject; each diploma for a four years' course, at least three academic units of college rank in the major

academic subject. In order to constitute a major for designating a diploma, the subject must also have been a major study in the preliminary four years' high school course.

**Advanced Standing.** Grades from reputable high schools and academies are accepted and entered in the records at their face values. But if a student should fail in the more advanced studies, he may be required to review the needed high school studies. Record of work done in universities and colleges is accepted in lieu of academic studies in the Normal School or Teachers College Courses.

**Certificates and Diplomas.** The "elementary certificate" is a state certificate valid for two years and is issued to those who complete the "elementary course", which is a one-year teachers college course preceded by a four years' high school course.

A diploma for any advanced course contains a state certificate valid for life. The first "advanced course" comprises the first three years in a teachers college course preceded by a four years' high school course. It includes the work required for the elementary course and two years more. The final "advanced course" comprises a four years' teachers college course preceded by a four years' high school course. The diploma for this course includes a life certificate and the degree A. B. in Education or B. S. in Education.

**Intermixing Studies.** Some students entering after high school graduation desire to secure as soon as possible an elementary certificate. For such students the freshman teachers college course is seen to be chiefly professional. When high school graduates enter the Normal School with a view of continuing their studies until they can secure a diploma, it is recommended that they intermix the academic

and professional studies so that they may at all times be devoting from one-half to two-thirds of their energies to academic studies and their remaining energies to pedagogic studies.

Systematic work and study in literary societies and debating clubs may be offerd hour for hour in lieu of one unit of academic study in the elementary course.

## COURSES OF INSTRUCTION

**Definitions.**—The institution has continuous sessions. This means four quarters or terms during each calendar year. A "quarter" or "term" is from eleven to twelv weeks in length.

A "term credit" is the credit earnd by the successful pursuit of a study for one term. A "unit" is the credit earnd by the successful pursuit of a study of high school rank for three terms or one "school year". It is used to measure high school credits and no others.

All students capable of entering a Normal School should know the three principal divisions of school education: first, the elementary school ending with the eighth grade; second, the high school including four years of work and study above the elementary school; third, higher education which includes all education above the high school.

Four "units" constitute a typical year's work in a high school. Sixteen "units" constitute the first class (four year) high school course. The sixteen units of the first class high school course as defined by the Department of Education is as follows:

English.....	3	units
Mathematics .....	2	"
History .....	2	"
Science .....	2	"
Electivs .....	7	"
Total .....	16	"

**What does the Normal School Offer?** For some time to come the Normal School will be obliged to perform a double function: first, offer courses of high school rank to prepare rural teachers and also to prepare many students for the advanced studies constituting the courses of the Normal School proper.

**What is the Normal School Course?** The Normal School course as such is that series of studies given by a Normal School for the preparation of professional teachers. It is preceded by the sixteen units of a first class high school. The terms "Normal School" and "Teachers College" begin to be used interchangeably in our country with a trend toward the ultimately exclusiv use of the term "Teachers College". But the Normal School is not a college in the ordinary sense and never can be such. It does not seek to duplicate college work. All its courses are for pedagogic purposes. Few of them are ever duplicated by colleges.

**How are Normal School Courses Measured?** Normal School courses are measured in "hours" exactly the same way the courses in colleges and universities are measured. The "hour" may be regarded as a conventional term. It is an almost universal term. For carrying satisfactorily a typical program of studies three terms or one "school year", typical students the country over usually have their work designated as 30 hours' credit. The meaning of credit in hours is shown in the following statements:

1. Carrying 4 studies 3 terms secures 30 hours' credit.
2. Carrying 1 study 3 terms secures 7 1-2 hours' credit.
3. Carrying 1 study 1 term secures 2 1-2 hours' credit.

**NOTE:** By this arrangement students may transfer credits from colleges or universities to the Normal School without any change in terms or measurements. They may likewise transfer their credits from the Normal School to other higher institutions without change of terms or measurements.

**NOTE:** Class periods are fifty-five minutes in length, five times per week, but sciences require from two to three extra periods per week. Subjects not requiring preparation, such as Manual Arts, Drawing, Sight Reading, Physical Education, etc., require double periods or receive half credit for single periods.

## TABULAR VIEW OF COURSES

The Elementary Course includes: first, any first-class (four year) high school course; second, the academic and professional work and study of the Freshman Normal School Course. The sixteen units of the high school course if taken in this institution may be made up from the following:

<b>First Year:</b>	From Literature, Composition, Grammar, American History, European History, Advanced Arithmetic, and Algebra .....	3 units
	From Music, Fine Arts, Manual Arts, Physical Educa- tion, etc., singly or in combination.....	1 unit
<b>Second Year:</b>	From English, European History, American History, Civics, Algebra, Agriculture, Home Eco- nomics, German, and Latin.....	4 units
<b>Third Year:</b>	From Rhetoric, Literature, American History, European History, Geometry, German, Latin, Agri- culture, Home Economics, and Commercial Subjects From Music, Fine Arts, Manual Arts, Physical Educa- tion, Reading, singly or in combination.....	3 units
<b>Fourth Year:</b>	From Rhetoric, Literature, European History, Civics and Sanitation, Geometry, German, Latin, Agriculture, Home Economics, Physics, Commercial Studies, and Music Studies .....	4 units
Total of high school subjects.....		16 units

### Freshman Normal School or Teachers College Year

1. Psychology .....	1 term, 2	1-2	hours
2. Principles of Teaching.....	1	"	2 1-2 "
3. School Economy .....	1	"	2 1-2 "
4. The Pedagogy of Arithmetic and Algebra ..	1	"	2 1-2 "
5. The Pedagogy of English .....	1	"	2 1-2 "
6. The Pedagogy of History and Geography....	1	"	2 1-2 "
7. Practice Teaching .....	1	"	2 1-2 "
8. One academic study of college rank .....	1	"	2 1-2 "
9. Library Economy .....	1	"	2 1-2 "
10. From Vocal Music, Fine Arts, Manual Arts, Physical Education, etc., (on basis of 1 period per day).....	6 terms	7	1-2 "
Total credits.....			30 hours

**NOTE 1:** A mere passing grade in 4, 5, or 6 means that the student will have to review the academic subject corresponding to the pedagogic study.

**NOTE 2: Constants:** The constants in the basic high school course are English 3 units, Mathematics 2 units, History 1 unit, Civics and Sanitation 1 unit.

**NOTE 3:** At completion of the above outlined courses an Elementary Certificate is issued.

**Second Normal School or Teachers College Year.** The second year of the "advanced course" comprises four of the following studies, each being pursued for three terms: American Literature or English Literature; Ancient History or Medieval History or Modern History or American Constitutional History; Trigonometry and College Algebra or College Algebra and Analytics; Latin or German; Agriculture or Home Economics or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Harmony or Counterpoint; Art History; Painting and Illustration.

Total credits..... 30 hours

**The Third Normal School or Teachers College Year.** 1. The third year of the "advanced course" comprises two of the following studies, each being pursued three terms: English or American Literature; Ancient History or Medieval History or Modern History or American Constitutional History or other college history or Economics; Trigonometry and College Algebra or College Algebra and Analytics or Analytics and Calculus; Latin or German; Agriculture or Home Economics or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Studies in Music, Advanced Art Structure; Costume Design; Interior Decoration.

Credits..... 15 hours

2. The student must also offer the following: The Science of Education or Special Psychology or High School Problems, one term; History of Education, two terms; School Administration, one term; Practice Teaching, two terms.

Credits .. . . . . 15 hours

Total credits for third year..... 30 hours

NOTE: On completing the third year of the Normal School or Teachers College Course a diploma is conferrd which includes a teachers state certificate valid for life.

**Fourth Normal School or Teachers College Year.** The fourth year may comprise any four studies above mentioned in the second and third years of the advanced course, each study being pursued three terms.

Credits for the fourth year..... 30 hours

NOTE 1: At the end of the fourth year of the Normal School or Teachers College Course a diploma is conferrd which includes a teacher's state certificate valid for life and the degree Bachelor of Arts in Education or Bachelor of Science in Education. If the studies include much of foren languages and literature, the degree is Bachelor of Arts in Education. If the studies are largely in the direction of the sciences with little foren languages, the degree is Bachelor of Science in Education.

NOTE 2: **Constants.** Every diploma must include: (1) one year of College English; (2) one year of College History; (3) one year of College Science; (4) at least thirty hours in studies unquestionably pedagogic. Every diploma for a three years' Normal School or Teachers College Course must contain a sum total of ninety hours above the four years' high school course. Every diploma for a four years' Normal School or Teachers College Course must contain a sum total of 120 hours above the four years' high school course.

## **DEPARTMENT OF RURAL EDUCATION**

**Purpose.** So important is the work of preparing rural teachers that it is deemed advisable to introduce at this place in the BULLETIN some distinct statements as to this department of the institution. From many local ties we have insistent demands for professionally prepared rural teachers.

The traditional curriculum for city schools will not do for the up to date rural school. The teacher prepared along with those who are to teach in the typical graded school system will not do for the up to date rural school. Hence, the Normal School at great expense has a special department with special courses for rural school teachers.

**Courses.** Each course for a rural teacher must hereafter cover the equivalent of the twelve units contained in a high school course of the second class. The time requirement is three years above eighth grade studies. It is not sufficient to offer merely the typical twelve units of a high school course. As may be seen in the following paragraphs,—the equivalent of some three or four units in the rural school course must be of a pedagogical character.

**Special Rural Certificate.** Students who complete in this institution all the subjects mentioned below, or who take a sufficient number of the same in another institution and spend at least six months in this institution and who have otherwise fulfilled the requirements of the state superintendent of schools, will receive from him two years' certificates authorizing them to teach in any rural school of the state. The studies are as follows:

Grammar and Composition . . . . .	3 terms, 1 unit.
Literature, with Composition . . . . .	3 terms, 1 unit.
Farm Accounts and Advanced Practical Arithmetic . . . . .	3 terms, 1 unit.
Algebra thru Quadratics . . . . .	3 terms, 1 unit.
American History . . . . .	3 terms, 1 unit.
Civics, 2 terms; Sanitation, 1 term . . . . .	3 terms, 1 unit.
Agriculture . . . . .	3 terms, 1 unit.

General and Commercial Geography . . . . .	2 terms, 2-3 unit.
Manual Arts, Fine Arts, Writing, Reading, Vocal Music, Physical Education, at least one term each (one hour a day) . . . . .	6 terms, 1 unit.
Rural School Management, Rural School Methods, Rural Sociology, one term each . . . . .	3 terms, 1 unit.
Electivs . . . . .	2 1-3 units.
Total . . . . .	12 units.

NOTE: High school graduates who seek the rural state certificate must take not only the three terms in rural school pedagogy, but they must take some review courses in Grammar, Composition, Arithmetic, and American History at least. They must also offer the six terms (one hour daily) in Fine Arts, Manual Arts, and other drills.

**Model Rural School.** The Model Rural School on the campus is an important factor in the preparation of rural teachers. Some study and observation of the work done in this rural school is a requirement for graduation from a rural school course.

**Rural Sociology Club.** Students regularly enrolled in the department of rural education are eligible to membership in the Rural Sociology Club, which is organized to popularize the study of rural sociology. It also gives students valuable experience in the managing of clubs and other organizations in rural communities. Meetings are held weekly in the Model Rural School building.

**Rural Life Conference.** This institution holds annually about the first of October a Rural Life Conference lasting usually three days. At this convention there is a valuable admixture of the actual and intending teachers with people from rural communities. There is combined with the Rural Life Conference each year a stock show in which the premiums amount to several hundred dollars; also bread shows, corn shows, and provisions for entertaining some 200 to 300 children from the farms of Adair County in tents with accompanying facilities for meals outdoors and for appropriate plays and games.

**The K. S. N. S. Messenger,** a monthly magazine for rural teachers and rural life workers, is published thru the department of rural education. Any Missouri teacher may receive the paper free upon application to the EDITOR MESSENGER, KIRKSVILLE, Mo.

THE MODEL RURAL SCHOOL ON THE CAMPUS, AFTER A FIVE MILE RIDE, TEMPERATURE FIFTEEN BELOW ZERO.



## **THE MODEL RURAL SCHOOL**

The Model Rural School building exemplifies the simplest and yet the most complete, practical, and economical architecture ever known anywhere for rural or village schools. The building includes or contains as effectiv facilities for instruction as the best city schools of our country have. The children are transported from their farm homes several miles away in a coverd wagon. The purpose is to solv at least some of the problems of country life.

The one room school will doutless be with us always. The tendency toward consolidated schools can not increase too fast. But the one room school being a permanency, its problems are among the gravest. In solving the one room school problem and the one teacher problem, there is little dout that the problem will be solvd for the consolidated rural and village school. The equipment described in these pages is easily adaptable to buildings of two rooms, three rooms, and more.

**Description of Basement Plan.** The basement is rectangular. It is 28 x 36 feet outside measurement—8 feet from floor to ceiling. The floor is concrete underlaid with porous tile and cinders. The tile leads into a sewer.

The walls are of concrete, protected from undue moisture by an outside tile a foot from the walls and averaging 3 to 7 feet beneath the surface of the ground, sloping rapidly into the main sewer. The ditch above the tile is filled with cinders.

The outside entrance to the basement is of concrete with an outside drain thru the lower step into the sewer.

The steps of the outside entrance to the basement and all other steps are of uniform height and tread, about 7 inch riser and 11 inch tread.

The basement has eight compartments: (1) Furnace Room, containing furnace enclosed by brick walls, also

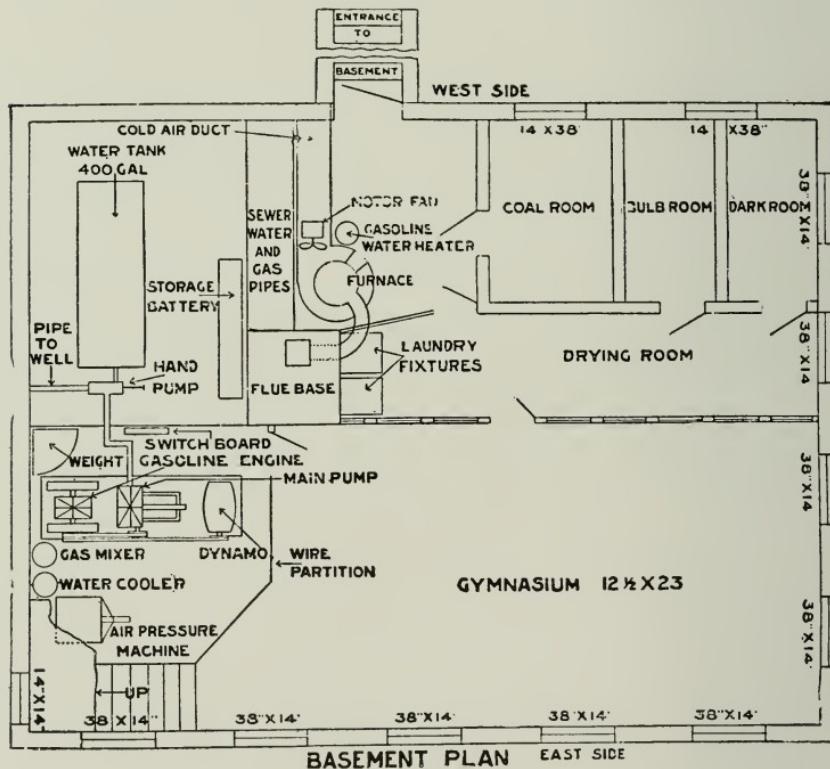


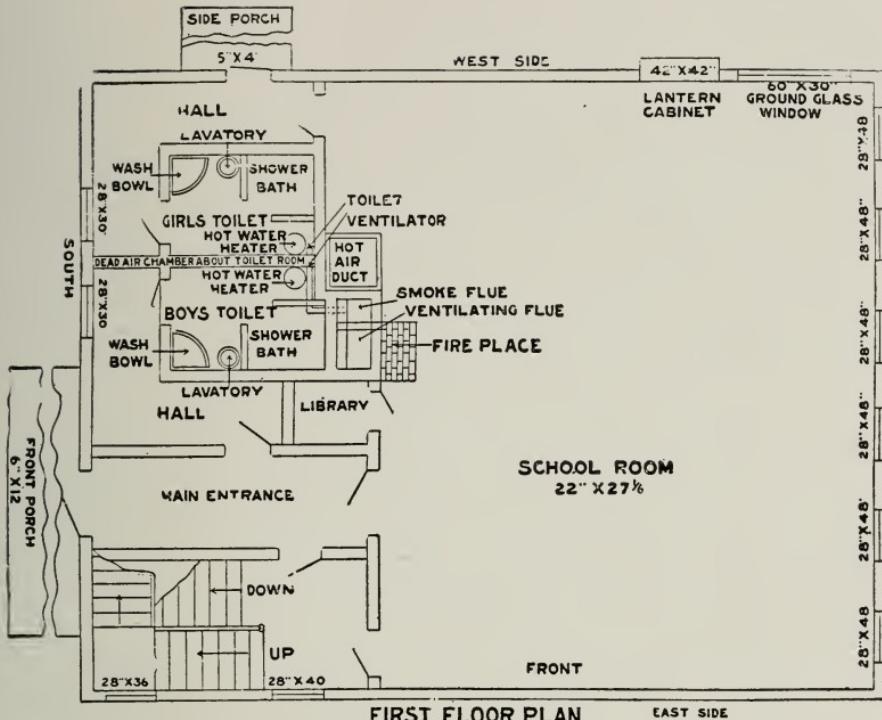
CHILDREN STARTING HOME FROM MODEL RURAL SCHOOL.

(The first in Missouri to transport children to and from school.)

cold air duct with electric fan, also gas water-heater; (2) Coal Bin 6 x 8 feet; (3) Bulb or Plant Room 3 x 8 feet for fall, winter and spring storage; (4) Dark Room 4 x 8 feet for children's experiments in Photography; (5) Laundry Room 5 x 21 feet with tubs, drain, and drying apparatus; (6) Play Room 13 x 23 feet; (7) Tank Room, containing a 400 gallon pneumatic pressure tank, storage battery for electricity, hand pump for emergencies, water gage, sewer pipes, floor drain, etc.; (8) Engine Room, containing gasoline engine, water pump, electrical generator, switch board, water tank for cooling gasoline engine, weight for gas pressure, gas mixer, batteries, pipes, wires, etc.

The pumps lift water from a well into pressure tank thru pipes below frost line. Gasoline is admitted thru





pipes beneath frost line from two 40-gallon tanks underground, 30 feet from building. Rooms are wired for electricity and piped for gas.

Basement in all parts thoroly ventilated.

**Description of First Floor Plan.** The drawing on this page shows pretty clearly the school room, toilet rooms, hallways and stairway connections.

The school room is 23 x 27 feet in the clear. The children face the east.

Mild light in abundance is admitted from the north or left side of the children; ground glass window at rear admits sunlight for sanitation.

School room has adjustable seats and desks on separate movable platforms; also telephone and teacher's desk.

Stereopticon is hung in wall at rear; screen at the front. Alcove or closet on east side for books, teacher's wraps, etc.

The school has a small organ, ample book cases, shelves and apparatus. Pure air enters above children's heads and passes out at floor into ventilating stack thru fireplace. Warm water wall radiators contribute to heating—radiation half, warm air half.

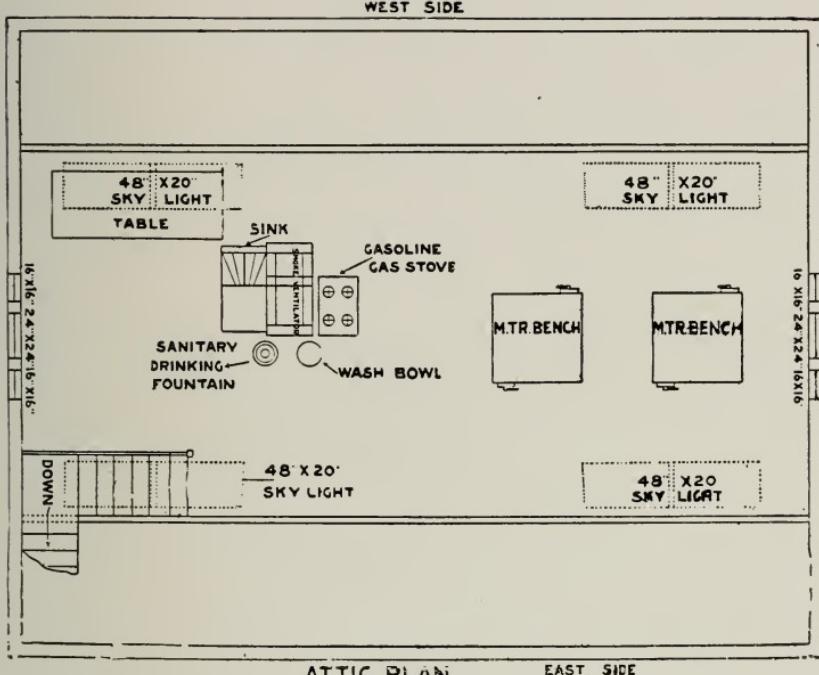
In the drawing observe the toilet rooms: Each one has all ordinary fixtures: Lavatory, wash bowl with hot and cold water, pressure tank for hot water and for heat, shower bath with hot and cold water, ventilating apparatus, looking glass, towel rack, soap box, etc. Each toilet room is reached by a circuitous passageway furnishing room for children's wraps, overshoes, etc. The scheme is for perfect privacy in toilet rooms. All toilet room walls contain air chambers to deaden sound. Toilet rooms are clean, decent, and beautiful. They are never disfigured with vile language or other defacement.

The main entrance is thru a porch. A small porch is on west side especially for girls. All rooms are wired for electricity and piped for gas. Walls are adorned with pictures. Hallway contains drinking fountain.

**Description of Attic Plan.** Every rural school house has an attic but this seems to be the only one whose attic was ever discovered. This attic is 35 x 15 feet inside measurement, all in one room as shown by floor plans on following page; distance from floor to ceiling is 7 1-2 feet in middle part.

Attic is abundantly lighted thru gable lights and roof lights. It contains modern Manual Training benches for use of eight or ten children at one time. It has a gas range and other apparatus for experimental cooking. It is furnished with both gas light and electric light.

It has a wash bowl with hot and cold water, looking glass, towels, etc. It has a large sink such as a good kitchen



usually contains. It has a drinking fountain but no drinking cup either common or uncommon. It has cupboards, boxes and receptacles for various experiments in Home Economics.

It has a disinfecting apparatus and a portable Chemistry-Agriculture Laboratory, and numerous other equipments. Its utilities will grow in number and improve in quality. It is properly heated and ventilated.

It has a disappearing bed which slides out under the lower roof except when in use.

This attic is from all points of view sanitary.

## **COMMERCE**

MARK BURROWS, VERA FINEGAN

The foremost object of this department is to prepare teachers for commercial subjects in the high schools. There is a steadily increasing demand for such teachers, and for courses of study with more of the vocational in their make-up. So far, this department has not been able to supply the demand for well prepared teachers in these subjects.

### **I. Bookkeeping.**

This course is taught by the laboratory plan, the student spending two hours daily in the classroom. The work begins with a simple treatment of the theory of accounts, and by a blending of theory and practice gradually introduces the student to a course of representative business transactions according to the most approved business methods. Students who finish this work satisfactorily are well trained bookkeepers capable of applying their knowledge and proficiency either in the office or in teaching the subject to others. Four quarters. Each quarter of work is given every term. MR. BURROWS.

### **II. Farm Accounting.**

This course in bookkeeping and business practice is offered to candidates in the rural state certificate course. The scientific, progressive farmer can not carry on his business to the best advantage without some attention to a systematic way of keeping records and accounts. One quarter. Given every term. MR. BURROWS.

### **III. Stenography and Typewriting.**

Eligibility to the work in these subjects requires attainments or ability equal to those of a graduate of a first class high school. The work requires two class periods daily in addition to the time spent in preparation. As the primary object in offering these subjects is to prepare students to teach them, special attention will be given to the history and pedagogy involved. In addition students are instructed in the use of office appliances, such as duplicating machines, tabulators, adding machines, copying presses, filing cabinets, card index systems, and various methods of systematizing work. Three quarters. Each quarter of work is given every term. MISS FINEGAN.

### **IV. The Geography of Commerce.**

The geography of commerce is a study of the earth in its relation to man, dealing with the causes of interdependence existing between the different parts of the civilized world; hence it touches on science,

industry, economics, and history. The work of the course will consist of recitations, lectures, library work, and an occasional excursion to some manufactory or extractiv industry. An excellent collection of reference books, clippings, and illustrativ material is provided, and an extensiv use will be made of maps, illustrations, and diagrams by means of the lantern and cinematograph. The course is open to those preparing to teach commercial subjects, and to candidates for the rural state certificate. Two quarters. MR. BURROWS.

#### V. Commercial Spanish.

The work in Spanish will begin with training in pronunciation and conversation, followd by the rudiments of grammar with exercises illustrating the various principles, and the use of correct and idiomatic expression. Appropriate stress will be laid on the technical vocabulary of trade, and on Spanish forms of correspondence. Classes will be organized whenever a sufficient number of well prepared students call for it. MR. BURROWS.

### ENGLISH

A. P. SETTLE, GOLDY HAMILTON, WARREN JONES, A. L. PHILLIPS,  
C. R. EDWARDS, ——————

#### General Explanations

The requirements for any elementary certificate are one year of Grammar (with classics and composition), one year of Literature (with composition), one year of Rhetoric and Composition (with Literature), and The Teaching of Elementary English.

Every full advanced course for the senior diploma must have a year of college English.

For the senior diploma in the English course, five years of English will be required, two in addition to the elementary requirements.

Those wishing to make English their major in an electiv course may present five or six units.

To secure any elementary certificate, some English work must be done in this school.

All candidates for senior graduation coming from other schools must do here at least two quarters of English. All who make English their major must take at least three quarters in this school.

## **High School Courses**

(REQUIREMENTS FOR THE ELEMENTARY CERTIFICATE.)

### **I. Grammar.**

The first two quarters form an elementary course for those who have not taken the subject very much, or who feel the necessity for foundation work. The third quarter is an advanced course for teachers, for those who need a thoro review, and for carrying forward the work by those who seem to lack strength and ability in the lower work.

Given each quarter.

Grammar grades are required of all candidates for certificates or diplomas, and they must be made here by study or examinations, or brought from an accredited school; grades from rural schools, from county certificates, and from "the grades" of town schools will not be accepted.

### **II. English and American Literature.**

An elementary course in the interpretation of literature and in oral and written expression. Studies will be given on short narrativ and descriptiv prose and poetry, lyrics, longer poems and prose, the drama, the novel, the essay, and the oration.

Three quarters. Given every quarter.

### **III. Composition and Rhetoric.**

This is a course requiring three quarters for completion. Work in any quarter can be had in each term. In each quarter, literature will be regularly used as a basis for work.

The above requirements are on the assumption that all the work is done here. Graduates of accredited high schools having four years' courses may secure the elementary certificate on doing creditably the following course in The Teaching of Elementary English.

### **IV. The Teaching of Elementary English.**

This course is designd for graduates of accredited high schools and for others who have taken Grammar, Composition, and Elementary Literature, but not here. For those it is a requirement in obtaining our elementary certificate or any senior diploma. It will be required of our pupils who have low grades in the branches mentiond. This work can be taken any quarter.

## **Advanced Courses**

(ALL BEING OF COLLEGE RANK.)

### **V. Advanced Composition.**

Extensiv drill in planning, outlining, and writing papers, and in criticism. Study of the principles of style and diction as applied to the different forms of discourse; also a study of typical illustrativ literature. Designd for supplementing the work of the elementary course, for all high school pupils who have had only nine months of Rhetoric and Composition, and for all students in the advanced course who show a weakness in this line of work. One quarter may be required of any pupil, while two may be elected by those making English a major subject. Two quarters. Given each term.

### **VI. History of English Literature.**

This course includes the Shakespeare period the first quarter, takes from Milton to the rise of Romanticism the second quarter, and from the beginning of the Romantic Movement to the present for the third quarter. It is suitable for juniors, but may be elected by any in higher classes. Three quarters.

### **VII. History of American Literature.**

The early or formativ periods with special study upon Brown, Franklin, Irving, Bryant, Cooper, and Poe, are first emphasized. The New England Renaissance, with special stress upon Emerson, Hawthorne, Webster, Whittier, Lowell, Holmes, and Longfellow, comes next. The remainder of our literary history occupies the third quarter Three quarters.

The course may be elected by juniors, seniors, or graduates.

### **VIII. History of the English Language.**

Development of the English nationality, language, and literature to the age of Chaucer. This work may be elected by any pupils above the senior preparatory year. One quarter. Given in winter term.

### **IX. Shakespeare Period.**

A course covering the characteristics and general literature of the Elizabethan age,—prose, non-dramatic poetry, rise of the drama; Shakespeare, with a critical study of one or two plays and a reading of some others. Spring quarter. It then gives more technical work on Shakespeare. Two or three plays are studied critically; others are read, discust, and reports made upon them. Summer quarter. The course is open only to those who have taken at least one year of advanced work in literature; two years should be expected as a preparation.

## **X. Nineteenth Century English Literature.**

The poets, the critics and essayists, and fiction writers are taken in separate quarters. Election to this course can be made only by those with a year or two of preparation upon general literature. Three quarters. Given each term.

**XI. Tennyson and Browning.** One quarter. (Offered in summer of 1914.)

### **The Summer Quarter, 1914**

Each quarter of all courses necessary for the elementary certificate will be given; also the following advanced courses: V, third quarter of VI, third quarter of VII, second quarter of IX, third quarter of X, and XI.

Ample provision will be made for those who want grades in Grammar, Literature, or Rhetoric for county certificates or state certificates.

### **Reading and Speaking**

In this division of the English department there is one quarter of elementary work and two quarters of that which is more advanced. The general purpose is to help students to more ease and ability in public utterance, whether of the thought of others found in print or of their own given with or without manuscript. To meet the necessities of the school, one quarter in the elementary course is pland and credited as a drill, while the other quarters require preparation and will be credited as any other courses in English, and may be used instead of other requirements in estimating the English credits for certificates or diplomas.

#### **I. Elementary Reading and Speaking.**

This is a drill or practice course in which nearly all the work is done in the class. It consists of reading from books, newspapers, magazines, and other sources; of the discussion of the principles of oral expression; of proper use of the voice to meet the thought and emotional requirements; of the use of the dictionary to determin pronunciation, syllabication, diacritical markings, etc.; and attention is given to spelling and defining, to synonyms, homonyms, and kindred word studies. Methods for public school reading and its teaching are carefully developt. One quarter. Given every quarter.

#### **II. Advanced Courses in Reading and Speaking.**

##### **a. Argumentation and Debating.**

Students study principles and prepare briefs, outlines, and other argumentativ exercises representing practice in analysis and the use

of evidence. Frequent practice in debating is required. Some attention is given to the organization and management of debating societies. Interclub and interschool debating are considered.

Given in the winter and summer quarters.

b. Advanced Reading and Speaking.

This quarter's work is on the preparation of varied matter for public delivery, and upon the delivery of that prepared by the student or taken from other sources. Matter and manner are to receive attention. Addresses, occasional speeches, toasts and responses, reports, plans for organizations, expositions, and arguments are prepared and delivered. Printed matter of the various types is studied as models. These studies include some great orations and the governing principles of effective oratory.

Fall and spring quarters.

## DIVISION OF FARM AND HOME ECONOMICS

E. M. McGREW, J. E. ROUSE, Department of Agriculture.

W. J. BRAY, J. A. CROOKSHANK, Department of Chemistry.

MYRTLE C. VAN DEUSEN, FLORA SNOWDEN, Department of Home Economics.

M. E. PELETZ, In charge of State Farm.

The departments of this Division co-operate to the fullest possible extent in an endeavor to be of assistance to the student. As a result of this united effort the student is given the benefit of a specialist in all the work that he takes. The teacher of chemistry has charge of the work when the work in agriculture or home economics enters that particular field. In a like manner the teacher of home economics has charge of the work when it treats of the household. The aim is to make the different sciences function in one another and so vitalize themselves that the student fully grasps their relationships.

### Agriculture

I. **Agronomy.** Three quarters. MR. McGREW.

a. Corn. A study of corn as it feeds on the soil, as it grows, as it is cared for, as it is fed, and as it is judged and tested. Text, The Book of Corn, by Myrick.

b. Small Grains. A study of the different small grains as to their culture, means of improvement, and use in crop rotations. Text, Field Crops, by Wilson and Warburton.

c. Soils. A study of the origin, formation, and management of soils. Methods of tillage and the uses of fertilizers are fully worked out. Text, Lyon and Fippin.

**II. Animal Husbandry.** Three quarters. MR. ROUSE.

a. Farm Animals. A study of the types and breeds of farm animals, including the care and management, feeding, and improvement of the different breeds. Text, Types and Breeds of Farm Animals, by Plumb.

b. Dairying. A study of the origin and development of the different dairy breeds of cattle, their care and management; also the care and handling of milk, and milk testing. Text, Dairy Cattle and Milk Production, by Eckles.

c. Poultry Culture. A study of the different types of poultry, the care of poultry, poultry house construction, incubation and care of chicks. Text, Principles and Practices of Poultry Culture, by Robinson.

**III. Farm Management.** Three quarters. Presupposed: course I or II. MR. McGREW AND MR. ROUSE.

a. Farm Supervision. A study of the types of farming, the handling of crops, care of the soil, care and feeding of animals, and the arrangement of fields and farm buildings. Text, Farm Management, by Warren.

b. Farm Machinery. A study of the principles of machines, the care and repairing of farm machinery, as well as methods of operation. Text, Farm Machinery and Farm Motors, by Davidson and Chase.

c. Architecture. A study of farm buildings as to the method of construction, the drawing up of plans and the estimating of cost, and the construction of farm septic tanks.

**IV. Advanced Agriculture.** Three quarters. Presupposed course I or II. MR. McGREW AND MR. ROUSE.

a. Horticulture. A study of the culture and care of large and small fruits, including grafting, pruning, and spraying, as well as the judging of fruit. Text, Fruit Growing, by Bailey.

b. Feeds and Feeding. A study of the animal's digestive system, of the different foods, and which food will best answer the animal's needs, balanced rations and nutritive values. Text, Feeds and Feeding, by Henry.

c. Principles of Breeding. A study of the laws of Mendel and Galton as they apply to plant and animal life, including methods of

improvement and rules to follow. Text, Principles of Breeding, by Davenport.

**V. Sanitary Management.** Three quarters. MR. BRAY, MISS VAN DEUSEN, AND MR. ROUSE.

a. Sanitation. A study of the construction, heating, ventilation, plumbing, and sewage disposal of the home as well as that of the school. The principles of physiology are also given in this course. Text, Rural Hygiene, by Ogden.

b. Sanitary Bacteriology. A study of pathogenic organisms and means of preventing disease. Also includes chemical analysis of water for contamination.

c. Dairying, as above given (II b.)

All the of above named subjects are of college rank and require seven hours per week for a period of twelve weeks, for which a credit of 2 1-2 hours will be given. The subjects Corn, Small Grain, Soils, Dairying, each require four periods per week in class and field work and three hours in the chemistry laboratory; while the work in Poultry Culture, Farm Supervision, Farm Machinery, Horticulture, and Principles of Breeding each require seven hours per week in classroom, field, and stock demonstration work.

Possible combinations to make a year (nine months) in Agriculture: Corn, Small Grains, and Soils or Feeds and Feeding, or Horticulture or Farm Supervision. Farm Animals, Dairying, and Poultry Culture, or Principles of Breeding, or Feeds and Feeding or Sanitation. Farm Supervision, Farm Machinery, and Architecture or Horticulture, or Dairying or Sanitation or Sanitary Bacteriology.

## Chemistry

**I. General Inorganic Chemistry.**

A course in Chemistry of college rank. At least seven hours per week for a period of thirty-six weeks is required for a credit of three quarters. Text, Kahlenberg's Outlines of General Chemistry. MR. BRAY.

**II. Analytical Chemistry.**

Qualitative analysis two quarters; quantitative analysis one quarter. Chemistry 1 or its equivalent is presupposed. Text, Talbot's Quantitative Analysis. MR. BRAY.

**III. Organic Chemistry.**

A course in the chemistry of carbon compounds, based upon

Cohen's Theoretical Chemistry. Chemistry 1 or its equivalent is presupposed. Three quarters. MR. BRAY.

#### **IV. Agricultural Chemistry.**

a. This quarter consists of an elementary study of general chemistry. The work is based upon Snyder's Chemistry of Plant and Animal Life. Required of those who are taking Corn. At least three periods per week are spent in classroom discussions and laboratory work for twelve weeks.

b. This quarter's work is a study of the chemical composition and needs of grains. The first quarter of this course is presupposed. Required of those who are taking Small Grains. Three periods per week for twelve weeks are required. Text is the same as in IV a.

c. A study of the composition and needs of the soil. Required of those who are taking Agronomy. MR. BRAY, Mr. CROOKSHANK.

#### **V. The Chemistry of Dairying.**

The composition of dairy products, methods of adulteration, and the detection of adulterants and preservatives, etc., are some of the problems taken up in this course.

At least three periods per week for twelve weeks are required. No previous training in chemistry is presupposed. Required of those who are taking Dairying. MR. BRAY AND\_\_\_\_\_.

#### **VI. The Chemistry of Feeds.**

This course has to do with the composition of the more important feed stuffs in relation to the problems of feeding of animals.

At least three periods per week for twelve weeks are required. Courses a and b in Agricultural Chemistry are presupposed. Required of those who are taking or have taken "Feeds and Feeding" in the department of Agriculture. MR. BRAY.

#### **VII. The Chemistry of Foods and Cookery.**

Required of those who are taking Home Economics II. MR. BRAY.

### **Home Economics**

#### **I. Textils and Clothing.**

The following courses may be elected by young women above first year high school rank. Students are urged to receive some instruction in Fine Arts previous to or during the time that they are studying any of the courses in Textils and Clothing.

a, b, c, Sewing. This course includes the making of articles requiring the sewing machine and its attachments; the use of all fundamental stitches; the drafting and use of patterns; knitting, crocheting, simple embroidery; the care and repair of garments.

d. Textils. The subject is presented from the point of view of the purchaser. A study is made of the principal textil fibers and their manufacture into cloths, and of manufacturing conditions which affect the hygienic, economic, and esthetic value of materials. Cloths are tested with microscope and chemicals to detect admixtures and adulterations.

e. Costume History and Design. Instruction is given in the principles of design and color harmony as applied to textiles, embroidery, and costumes. The history of costume is studied for the suggestions which it affords designers of present day costumes. Some instruction in Fine Arts must precede this course.

## II. Foods and Cookery.

The following courses may be elected by students of college rank. It is recommended that at least the general course in chemistry precede the courses in this group or be taken with them.

a, b, c. Food Preparation. This course includes a study of the composition of foods; the reaction of the chief agents used in cooking; food production and manufacture; the economic selection, purchase, and care of food; the cooking and serving of food both in large and small quantities.

d, e, f. Advanced Food Preparation. The work of this course will be a continuation of that of the previous one. It will consist largely in the preservation of food and in special cookery for children and for the sick and convalescent.

g. Dietetics. The fundamental principles of human nutrition applied to the feeding of individuals and families comprise the work of this subject. Modern dietary standards are studied and their application made to practical problems. Typical dietaries are considered for families of different incomes, for infants and children, for the sick and aged.

## III. Household Administration.

The following courses may be elected by students of college rank. It is recommended that courses in Textils and Clothing and in Foods and Cookery preceded the courses in this group or be taken with them.

a. House Construction and Decoration. The development of shelter, history of the house, principles of planning, and of house con-

struction are studied. Students draw house plans, make color schemes, for their decoration and plan their furnishing.

b. House Sanitation. This course deals with the water supply, plumbing, refuse disposal, heating, ventilation, and lighting of the modern house; also with the sanitary care of the house.

c. Household Management. Scientific and economic principles are applied to the solution of such problems of the housewife as the division of income; keeping of accounts; choice of dwelling; purchasing of supplies; domestic service; apportionment of time and methods of work.

d. Home Nursing. Instruction is given in simple emergencies, in first aid and in simple procedures in the home care of the sick.

e. Home Problems. This course affords opportunity for the practical application of the knowledge gained in previous courses, especially in Food Preparation, which is prerequisite to it. Students will work in the small kitchen and dining room, planning, marketing, cooking and serving meals for various occasions under definite limitations of time and cost.

## FINE ARTS

OLLIE E. RAGON, ——————

### I. General Art.

The first year course in Fine Arts is the equivalent of a high school course and gives the students sufficient preparation to enable them to teach Drawing or Fine Arts in the elementary schools. This course requires no outside preparation and will receive equal credit with other courses not requiring preparation. Each quarter's work will be divided into five parts in which the following subjects will be studied: Color Theory, Decorative Design, Conventional Design, Applied Design, and Perspectiv. The problems undertaken will be fitted to the needs of the child's environment and will be adapted to the principles involved in the choice of clothing, furniture, etc. Three quarters.

Note. The second, third, fourth, and fifth years' courses of this department require preparation outside of class hours. These four years of art study are for the preparation of special teachers and supervisors of art instruction in elementary schools, high schools, and normal schools. The first year course is a prerequisite for entrance in these college classes.

### II. Perspectiv and Design.

The principles of Perspectiv are developed thru experiment and observation. These principles are applied in the sketching of objects,

interiors, street scenes, and later in landscape composition and outdoor sketching. The work in Perspectiv is to Fine Arts what Grammar is to Literature. It is a means, not an end.

Design is studied to give a very general knowledge of composition. The principles are taken up in consecutive lessons beginning with the study of proportion, space division, and harmony of line arrangement. The theory of color and the principles of the uses of varying lines, values, and intensities are studied. Three quarters.

### **III. Painting and Illustration.**

Color and form values and harmony are studied first in charcoal tones, then in oil paints, working first from landscape or model, later in original compositions of landscapes and figure to illustrate a given subject. Three quarters.

### **IV. Advanced Composition and Art Structure.**

The principles studied in the second and third years will be carried into problems of greater difficulty. Results of considerable merit are expected in this class. It is desirable that this class shall learn the use of the camera in Art Photography as a means of planning compositions. A term of Art Photography will be accepted as the equivalent of one term in Advanced Composition. Three quarters.

### **V. Theory and Practice of Art Teaching and of Art Supervision.**

Students taking this course are expected to teach Fine Arts in the practice school or assist in the normal school classes. The values and principles of art education will be studied. Practical problems in drawing, design, and construction work that may be carried out in the schoolroom with simple equipment will be studied. A series of talks on "Fine Arts in the Rural Schools" have been promised by the director of rural education. Practical suggestions for supervisors and special teachers will be a large part of the course. Frequent discussions of essentials and non-essentials in art education will occur. Courses of study will be criticized and formulated by the students. Three quarters.

### **VI. Art History.**

The course in Art History and Art Appreciation aims to "enrich the lives of the students by a study of the greatest art of the past, thereby refining and stimulating creative effort for the expression of the life of the present. It covers the field of Oriental, Greek, Roman, Medieval Art, and Renaissance Art and Architecture. As a rule it

should be taken by students while pursuing their third year of art. Close correlation with the work of the history department makes more vital the knowledge that the measure of growth in the appreciation of the beautiful is also a measure of the true and good in man's character. A prerequisite to this college course in Fine Arts is at least a course of European history of high school rank Three quarters.

## **VII Costume Design and Interior Decoration.**

This course will be presented in 1914 by the department of Home Economics, but will doubtless become a part of the Fine Arts courses as well. It will be required of all students desiring to graduate with Fine Arts as a major subject.

## **GERMAN**

J. W. HEYD, KATHERINE DRESCHER, ELSIE NAGEL

### **I. First Year.**

Special stress is laid upon accurate pronunciation, on the training of the ear and vocal organs by actual use of German in the classroom from the beginning; on the mastery of the more regular inflections and of the simple fundamental principles of syntax. Three quarters. MR. HEYD, MISS DRESCHER, MISS NAGEL.

### **II. Second Year.**

This course consists entirely in practice of German conversation and free composition. Syntax is emphasized. Von Jagemann's German Syntax is used for reference. Representative German novels and dramas are read and conversation and composition are continued. Three quarters. MR. HEYD, MISS DRESCHER, MISS NAGEL.

### **III. Advanced Composition Course.**

This course is designed for: (1) students who have had at least two years of German; (2) mature students of German parentage, who know their inflections and read German readily, but need to master German from its constructiv side; (3) advanced students and high school teachers of German, who desire to more thoroughly master German syntax, style, idiom, choice of words, etc. One quarter. MR. HEYD

### **IV. Advanced Reading Course.**

In this course translation is reduced to a minimum and the interpretations are given largely in German orally or in writing. Two quarters. Prerequisite: Course III or its equivalent. MR. HEYD.

## **V. Schiller Course.**

Schiller's life is studied, his representativ dramas and poems are read, supplemented by lectures by the instructor and papers by students as much as possible in German. Three quarters. MR. HEYD.

## **VI. Goethe Course.**

A course in Goethe's life and works. His most representativ dramas and poems are read. His position and influence on German literature is treated in lectures by the instructor and papers by members of the class. Entirely in German. Three quarters. MR. HEYD.

## **VII. The Teaching of German.**

Here are taken up: (1) the elements of phonetics; (2) the most important changes in the structure of the language in the light of historical development; (3) a brief treatment of etymology, word formation, and derivation; (4) a study of the trend of pedagogical thought in modern language teaching, with special reference to the reform movement. One quarter. MR. HEYD.

## **VIII. Correspondence Courses.**

A beginning in correspondence courses in second, third, and fourth year German has been made by arrangement with the head of the department. The last quarter, however, must be taken in this school. It has resulted satisfactorily and will be continued in the same way.

## **HISTORY AND GOVERNMENT**

E. M. VIOLETTE, EUGENE FAIR, A. OTTERSON, J. L. KINGSBURY

### **High School Courses.**

#### **I. American History.**

A course covering the history of the United States from the discoveries of Columbus to the present. Special emphasis is put upon the economic and social phases of our country's history, especially since 1861. Three quarters. Given every quarter. MR. FAIR, MR. OTTERSON, AND MR. KINGSBURY.

#### **II. Civil Government.**

A course devoted to the study of first, the local and state government of Missouri; and second, the Constitution and government of the United States. Two quarters. Given every term. MR. OTTERSON.

### **III. Advanced Civil Government.**

A course for those who have already had some high school work in civil government and who may be required to do further work in the subject. One quarter. Given every term. MR. OTTERSON.

### **IV. European History.**

This course aims to give the student a general survey of European history from earliest times to the present. The end is accomplished by arranging the work so that comparatively less time is given to the ancient and medieval periods and more time to the modern period, and by judiciously selecting topics in these different periods for consideration. Three quarters. MR. VIOLETTE AND MR. KINGSBURY.

## **College Courses.**

### **V. Ancient History.**

A course in which special attention will be given to the social and religious life of the ancient peoples, particularly those of the oriental period. In the Greek and Roman periods more time relatively will be spent in the political and constitutional phases. Three quarters. MR. KINGSBURY.

### **VI. Medieval History.**

A course covering the period from the fourth to the sixteenth century. The purpose is to give the student a thoro understanding of the formativ period of life in modern times. Much attention is therefore given to the study of institutions, political, economic, and ecclesiastical. Students are supposed to have had some sort of course in Ancient History before entering this course. Three quarters. MR. VIOLETTE.

### **VII. Modern History.**

This course is a continuation of the one in Medieval History, and aims to show how modern life has been evolvd out of that of the medieval period. Special stress will be placed upon present day conditions in Europe and frequent opportunities given for a discussion of current events. Students are expected to have pursued some sort of high school course in European History before entering this course. Three quarters. MR. VIOLETTE.

### **VIII. English History.**

This course is a general one in English History, but special emphasis is placed upon the constitutional and economic phases. Attention

will be given thruout the course to important events in England as they occur, and special effort will be made to develop the history of the institutions of the English government so that the student will acquire a fairly good understanding of how these institutions came to be what they are today. Students are expected to have had high school courses in European and English History, and it is recommended that they take the college course in Medieval History before entering this one. Three quarters. MR. VIOLETTE.

#### **IX. American Constitutional History.**

This course is devoted to the constitutional phases of American history exclusivly. The chief topic will be the principal movements toward union prior to 1776, especially in their relation to England and local self-government in American colonies, the formation of the constitution, the constitutional problems of the civil war, reconstruction, and great administration problems since 1877.

It is assumed that those who take this course have had at least three years' work in high school history. Three quarters. MR. FAIR.

#### **X. Political Institutions.**

About one third of this course deals with the State in its origin, nature, funtions, and organization, and the rest with comparativ government in which the actual governments of the leading states of Europe will be considerd. Students should have at least one year of college history before entering this course. Three quarters. MR. FAIR.

#### **XI. American Government and Politics.**

A course in which the actual government of the United States will be especially emphasized. It should not usually be taken by any one who has not had at least from three to four years of high school history. Not given prior to the summer of 1914. Three quarters. MR. FAIR.

#### **XII. The Teaching of History.**

In this course the problems of the history teacher in all grades of work are considerd. Relativly little attention will be given to the formal pedagogy of the subject. Concreteness will be sought for in type lessons and studies as far as possible. The character of the course will vary according to the most pressing needs of those enrolling from quarter to quarter. Early in each quarter the instructor will ascertain what these needs are and shape the course accordingly. One quarter. Given each quarter by some member of the Division.

## LATIN

B. P. GENTRY, T. JENNIE GREEN

The following courses are offerd:

### I. First Year Latin.

This course covers the work in the learning of the declensions of nouns, adjectives, pronouns, the conjugations of verbs, the comparison of adjectives, the formation of adverbs, and the simpler principles of syntax. Three quarters. Given every term. MR. GENTRY AND MISS GREEN.

### II. Caesar and Prose Composition.

The course as a whole covers four books of Caesar's Commentaries on the Gallic Wars, with lessons in composition twice a week, based on the parts of the Latin that have been read. Special emphasis is put upon securing complete grasp of Latin prose syntax and style, and Latin word order, together with the historical setting of the Latin read. Three quarters. At least two quarters of this course are given every term. MR. GENTRY AND MISS GREEN.

### III. Cicero,

The course includes the reading of Six Orations, usually the four against Catiline, the oration for the poet Archias, and the one for the Manilian Law. Prose lessons twice a week, based on the orations read. Outline of the Roman Constitution. Idioms prevalent in Cicero. His style. Two quarters. Given during fall and winter quarters and one other quarter of the year. MR. GENTRY AND MISS GREEN.

### IV. Ovid.

Autobiography. Selections from the Heroides, the Amores, the Metamorphoses, the Ars Amatoria, the Remedia Amoris. Mythology. Meters: Elegiac Dystich, Daubylic Hexameter.

One quarter. Once a year. MR. GENTRY.

### V. Sallust's War of Catiline.

Comparisons between Sallust and Cicero as to subject matter and style. Sallust as historian, Cicero as orator. One quarter. Given at least two terms each. MISS GREEN.

### VI. Vergil's Aeneid.

Six Books. Metrical reading emphasized. Religious import of the Aeneid. Vergil a stimulant of the imagination. Two quarters.

Given in the winter and spring terms, and repeated when there is demand. MR. GENTRY AND MISS GREEN.

### VII. **Livy.**

Books I and part of XXI, or XXI and part of XXII. Prose composition twice a week. Distinction of legendary and authentic history. Livy as a historian. One quarter. Given in the fall and summer terms. MISS GREEN.

### VIII. **Horace.**

Selections from the Odes and Epodes. Satires and Epistles. Lyric Meters. Choice passages committed to memory. Historic setting studied. Two quarters. Given in the winter and spring terms. MR. GENTRY.

### IX. **The Teaching of Latin.**

The course includes a review of the elements of syntax, with a few illustrativ lessons in translation; a discussion of textbooks, methods, illustrativ materials; a historical study of the whole of Caesar's Gallie Wars and of his military tacties; a consideration of the present standing of Latin in the high schools. One quarter. Given in the summer term. MISS GREEN.

### X. **Electivs.**

In recent years courses extending thru one quarter have been given in each of the following: Cicero—"De Senectute" and "De Amicitia"; Tacitus—"Agricola" and "Germania"; Seneca—Moral Essays. Given in the summer term. MR. GENTRY.

## SCHOOL LIBRARY ECONOMICS

O. A. PARRISH, LULU J. CRECELIUS

The purpose of the work offered to students by this department is threefold: to facilitate their use of the library in the daily preparation of lessons, to teach them to organize and administer school libraries, and to enable them to take School Library Economics as part of a general education.

### I. **Elementary Course.**

Organization and administration of a small library; instruction in the use of the library (including the use of dictionaries, encyclopedias, ready reference, study reference, and the card catalog); instruction for children in the grades in the use of the library; literature for chil-

dren and story telling; appraisal of books on special subjects; library legislation. One quarter. Given every quarter. **MISS PARRISH AND MISS CRECELIUS.**

## **II. Advanced Course.**

Accessioning, classification, cataloging; reference work; book mending; loan systems; current library history; current periodicals; public documents; and practice teaching of library lessons in the grades and high school. Six quarters.

Minimum requirement for entrance is a high school course including a four years' course in English. **MISS PARRISH.**

## **MANUAL ARTS**

A. D. TOWNE, IDELLA R. BERRY, OLLIE E. RAGON

### **Advanced Manual Arts.**

**Aim.** To prepare teachers for manual training work in elementary schools and in high schools.

Since the manual arts movement is in the direction of the vocational or practical side, this department is extending its work into very practical fields. For instance, the wood work has been extended into practical carpentry work. Such work will be undertaken as the designing of a model country home with septic tank and complete private sanitary sewer system. Attention is given to sanitation, lighting, heating, and finishing. Furniture making will receive increased attention.

The student will have opportunity of seeing models built of the most up-to-date barns, embracing the later methods of construction and giving the most comfort to live stock and especially the greatest convenience to those who care for the dairy.

Concrete being a more permanent form of building material, a course in concrete construction will be offered. Some things to be considered will be concrete as used in basement walls. Its capacity to withstand strains and crushing forces. The weathering of concrete. How to build concrete walks. How to build concrete posts, troughs, water tanks. The construction of outbuildings on the farm, the building of forms for casting cement. A design will be worked out appropriate for the base of a statue now being modeled in the department, and when cast in bronze will be placed on the concrete pedestal to beautify a place on the campus.

## I. Clay.

The modeling of simple forms. Upon completion of this elementary course the student may elect a course in sculpture work,—building the statue, forming plaster of Paris mold, then casting the finish product in plaster of Paris, assembling the various parts and finishing. Pottery made in the elementary course is fired into biscuit. The biscuit is then glazed. Simple decoration may be applied to some of the pieces.

## II. Bent Iron and Sheet Metal.

Work is suitable for grades five and six.

## III. Wood.

Work in wood begins in the last half of the fourth grade, or where only a little instruction has been given in cardboard construction, at the beginning of the fifth grade.

## IV. Advanced Woodwork.

High School Joinery.

Purpose: to acquaint the student with the tools and processes involved in the making of joints.

## V. Wood Turning.

Purpose: to familiarize the student with wood turning tools and lathe operations, the requisite skill being acquired by means of exercises embodying the various methods. The course follows joinery and forms a better foundation for pattern making and forge work.

## VI. Forging.

Purpose: to teach by means of a progressive series of models, the fundamental principles of forging, each new model containing a new principle combined with some previously taught.

## VII. Pattern Making.

Enough work in pattern making can be given to acquaint the student with some of the principles underlying patternmakers' work.

## VIII. Mechanical Drawing.

The general aim is to familiarize students with the use of the principal tools used in mechanical drawing; to inculcate ideas of accuracy and neatness; to instil some of the principles of orthographic projection; and to cultivate the "constructive imagination."

## IX. Practice Teaching.

As soon as the students have received sufficient training in the classroom, they are placed in charge of elementary classes for the pur-

pose of gaining power in teaching the subject. Elementary manual training shops have been equipt for practice teaching in the grades, and high school classes will eventually be secured to furnish practice for more advanced students.

### **Handwork**

IDELLA R. BERRY

The ultimate end of this course is to prepare teachers who have a knowledge of grade subjects to correlate the handwork with the needs of the individual pupils.

Special instruction is given to rural school teachers who have no handwork equipment and very little appropriations available to develop practical work out of the material that is thrown into the waste basket. Many beautiful mats, portfolios, miniature hammocks, and paper objects can be made from castaway chalk boxes, covers of writing tablets wrapping twine, and colored wrapping paper.

No outline of work which is pland and carried out in one school is likely to be adopted by another school with valuable results. Hence these series of suggestion under different headings may be adapted to any condition: paper construction, weaving, cord construction, book binding, raffia and rattan, sweet grass and splint construction, braided crepe paper.

The work under the above headings is correlated with the fine arts in obtaining shapes and designs. Students taking this work are advised to take a course in designing.

Clay modeling in bas-relief is a special feature to those teachers who desire the work. From the daily curriculum any phase of nature study, history, geography, and literature may be selected as a study of reproduction.

These studies are made in clay from which plaster of Paris reliefs are reproduced that serv as ornaments for school and home decoration. Teachers and pupils find that the plastic clay yields easily to the touch in forming the image that is in the mind. This arouses a sense of power that will inculcate a spirit of exactness in doing things, which is the highest type of handwork. It is evident that bas-relief can fill a unique place in the correlation of subjects.

### **China Painting**

OLLIE E. RAGON

Principles of design studied. Simple original designs developt. Technique of painting and enameling as applied to conventional decorations, flat tones, gold banding, and lettering.

## MATHEMATICS

WM. H. ZEIGEL, BYRON COSBY, R. E. WHITE, G. H. JAMISON

### High School Courses

#### I. Arithmetic.

This course deals with the fundamental processes of arithmetic and their applications to the problems of everyday life. It also considers some of the advanced phases of the subject, together with the intricacies of actual business practices. Three quarters. Given every term.

#### II. The Teaching of Arithmetic.

This course is for students who have completed high school algebra. It is both academic and pedagogic, and students who take this course making a record of G or better, will be given full credit for arithmetic. One quarter. Given every term.

#### III. High School Algebra.

This course is a thoro treatment of the topics of high school algebra, with special emphasis on graphical representation, character of roots of quadratic equations, variation, and practical applications to geometry. Four quarters. Given every term.

#### IV. Plane and Solid Geometry.

A study of rectilinear figures, circles, similar polygons, mensuration, and geometry of space, with emphasis upon graphical representation and concrete problems depending upon the principles of geometry. Three quarters. Given every term.

### College Courses

#### V. Plane and Spherical Trigonometry.

A course which is a study of relations. Functionality is uppermost in every process. Both algebraic and geometric methods are used. It therefore effectively correlates Algebra and Geometry and finds numerous applications in mechanics and engineering. Two quarters.

#### VI. Surveying.

The course includes different forms of land surveying, laying out of country roads, excavations, cross section work, differential and profile leveling, contour work, drainage areas, laying out railroad curvs, and computing fills. The student is required to get a practical knowl-

edge of the transit, compass and level, and the adjustment of these instruments.

No one will be admitted to this course who can not devote to it four hours each day. One quarter. Given only in the summer term. Prerequisite: Course V.

### VII. College Algebra.

This course includes a comprehensive study of symmetry, ratio, and proportion, irrational numbers, quadratic equations, graphical representation, simultaneous quadratic equations, the binomial theorem, the progressions, theory of equations, determinants, partial fractions, inequalities, variation, and infinite series. Two quarters.

### VIII. Analytic Geometry.

A thorough study of the point, straight line, circle, parabola, ellipse, hyperbola, tangents to any conic, diameters, poles and polars, the general equation of the second degree, and higher plane curves; also the point, plane, straight line, and quadric surfaces as treated in analytic geometry of space. Two quarters. Prerequisite: Course VII.

### IX. Differential and Integral Calculus.

The course will include all the common forms in differential calculus with practical problems; also the usual work in integral calculus with application to Mechanics. Prerequisite: Course VIII. Two quarters.

### X. Theory of Equations.

This course will treat of the properties, transformations, and roots of equations, the algebraic solution of the cubic and quartic, the solution of binomial and reciprocal equations, symmetric functions of the roots, elimination, and determinants. One quarter. Prerequisite: Course VIII.

### XI. History of Mathematics.

This course gives an historical survey of the science of mathematics. It enables the student to follow the genesis of this science, to grasp the essential facts of mathematics, and to utilize them in his teaching profession. One quarter. Given in the winter quarter. Prerequisite: Course IX.

## MILITARY DRILL AND TACTICS

DAVID R. GEBHART

No one is capable of disciplining others until he himself is willing to accept disciplin. There is no disciplin so nearly perfect as that where no disciplin is apparent. To be thoroly disciplind is to be in absolute command of one's self; to be able to act instantly on becoming cognizant of a desire, demand, or command. There is no better manner of gaining this self-command than in systematic military drill. Realizing this, the school has supplied a set of ordnance, consisting of some fifty Springfield rifles, belts, and bayonets that the men of the school may have the advantage of this training. While the course is under the direction of a member of the faculty, the company is officerd by students who receive regular warrants or commissions issued by the president of the school. The company meets twice a week for drill or recitation in Drill Regulations. While uniforms are not required, cadets are encouraged to procure them for themselves. A uniform of excellent quality may be purchased for about fourteen dollars. No clothing obtainable at the present time will wear equally well as the regulation uniform. Men who have not the time for regular daily physical exercise in gymnasium classes or on the track or field will find this drill an excellent substitute to keep them in good physical condition.

## MUSIC

DAVID R. GEBHART, JOHN L. BIGGERSTAFF, C. WIELAND,<sup>‡</sup>  
ADA COCHRAN, CLARA F. SANFORD

The courses of music comprises fifteen terms of twelv weeks each. The first three are elementary in character and require no preparation outside the recitation period. Beginning with the fourth term at least one and one-half hours per day are required for preparation, and no one may enter these classes who has not completed academic subjects equivalent to a high school course.

### Outline by Terms or Quarters

The terms are pland to be taken in order. All terms require as entrance qualifications the work of the preceding terms except as qualified.

I, II, III. Sight reading of vocal music. From the most elementary forms of the first grade in the public schools thru the work of the high school. I. Elementary. II. Intermediate. III. Ad-

vanced. Three quarters. MR. GEBHART, MISS COCHRAN, MISS SANFORD.

**SPECIAL TERM.** Physics of Music given by J. S. Stokes, head of department of physics. No one will be eligible to make music his major subject till this work had been taken.

#### IV, V, VI. **Harmony.**

This is a subject requiring preparation. Scale formation, triads and their use, harmonization of melodies. MR. BIGGERSTAFF, MISS COCHRAN.

#### VII, VIII. **Counterpoint.**

Strict and modern. MR. BIGGERSTAFF, MR. GEBHART.

#### IX, X. **Form.**

Study and analysis of all instrumental and vocal forms. MR. BIGGERSTAFF, MR. GEBHART.

#### XI. **Instrumentation.**

A study of the different instruments of the orchestra in regard to their construction, mechanism, tone qualities, possibilities, etc.

#### XII. **Orchestration.**

Practical work in arranging compositions of all forms for small and large orchestras. Practical experience gained by directing the works arranged.

#### XIII. **History of Music.**

From the music of the ancients to the present. MR. GEBHART, MR. BIGGERSTAFF.

#### XIV. **Biography of Musicians.**

From Palestrina to the present, with programs, vocal and instrumental, in illustration of each composer. MR. BIGGERSTAFF.

#### XV. **Methods of Teaching Music.**

Applying to the schoolroom what has been learned. Analysis of several music courses. Planning of work from lowest to highest grades. Actual experience in conducting classes. MR. GEBHART, MISS SANFORD.

**Normal School Chorus.** This is selected from the regular student body. A good voice and a musical ear are the only requirements for entrance. After entrance an unexcused absence invalidates membership.

**Normal School Orchestra.** Selected from the regular student body. Requirement: Ability to play an instrument of the orchestra

and to read for this instrument at sight such works as the standard opera overtures.

Credit to the amount of one unit for every hundred weeks' membership in chorus or orchestra is given, this being equivalent to three quarters of work, five recitations per week, 55 minutes periods. This work may be offered in lieu of work in literary societies or debating clubs.

Individual Lessons. Voice, Violin, Viola, Cello, Bass, Clarinet, Oboe, Flute, and Brass Instruments. Requirements: See special music bulletin.

## **THEORY OF PHYSICAL EDUCATION**

C. B. SIMMONS

### **I. Play in Education.**

A course necessitating Psychology as a prerequisite, and planned for advanced students and teachers of some experience. Special emphasis will be placed upon the correlation of play with school studies, the grading of games and the teaching of games. Laboratory work in practice and practice teaching will be required. One quarter. Given every quarter.

### **II. The Teaching of Athletics.**

A course for teachers or supervisors of grammar and high school athletics. The whole problem of school athletics will be carefully studied. The technique and practice of baseball, basketball, football, and track and field athletics will constitute a large part of the work. Two hours' laboratory practice on the athletic field and in the gymnasium will be required. One quarter. Fall and summer quarters.

### **III. Physiology.**

A high school course in physiology with the emphasis made from the viewpoints of physical education and placed upon the efficiency of the individual. One quarter. Given every quarter.

### **IV. The Teaching of Physiology.**

An advanced course which will include two hours of laboratory work for the preparation of class experiments and illustrative material. Physiology or its equivalent will be required for entrance to this course. One quarter.

## **PHYSICAL EDUCATION FOR MEN**

C. B. SIMMONS

### **I. Athletics.**

Those taking physical education for the first will be allowed to choose from the following classes:

Cross Country Running, Association Football, Recreational Games, Physical Education II. Fall Quarter.

### **II. Gymnastics.**

A beginning class in calisthenics, hand apparatus, and elementary heavy apparatus. Special emphasis will be placed upon correct posture thru corrective exercise. Recreational and athletic games will be interwoven with the formal exercise. Winter quarter.

### **III. Athletics.**

In this course a student can make his election between Baseball or Track and Field Athletics. Spring quarter. MR. SIMMONS AND ASSISTANTS.

### **IV. Athletics.**

1. Indoor Baseball. 2. Tennis. 3. Baseball. 4. Games.  
Summer quarter.

### **V. Athletics.**

This course begins the second year's work. The student may select any course offered under Physical Education I which he has not taken.

### **VI. Gymnastics.**

A course in gymnastic and athletic dancing, advanced Indian clubs, and heavy apparatus. Students must have completed Physical Education II. Winter quarter.

### **VII. Athletics.**

1. Baseball. 2. Track and Field Athletics. 3. Indoor Baseball.  
Spring quarter. MR. SIMMONS AND ASSISTANTS.

## **PHYSICAL EDUCATION FOR WOMEN**

LEOTA L. DOCKERY

The work in the department of Physical Education for women has for its object Physical Education in its fullest sense, better body control and muscular co-ordination, more active functioning of the vital organs, relief of nervous tension, under which the women of the

school usually work, thus helping them to do their work with the least possible waste of nervous energy.

It is an aim of this department to instil in its students a desire for a symmetrical and more perfectly developt body. The women are not only taught the basic laws of health, but to appreciate and observ these laws.

An individual record is kept of the bodily weight, the condition of the lungs, heart, spine, throat, eyes, and any individual weakness. The exercises are carefully directed so as not to overstrain and, as far as possible, to correct any deficiency.

The social side of the work in Physical Education is of vast importance, especially to the girl who is away from home for the first time. The friendships formd during the informal intercourse of the gymnasium hour are most lasting. "You get to know the girls in gymnasium classes."

The women's gymnasium occupies the east wing of Library Hall. It is sixty feet long and thirty-eight feet wide. The office, locker room, and bath rooms adjoin the gymnasium. The equipment is composed of modern pieces of apparatus such as horizontal bar, vaulting bar, horse, giant stride, flying rings, traveling rings, suspended parallels, climbing ropes and poles, a basketball court, and piano for the accompaniment of the various exercises. The light gymnastic apparatus includes dumb-bells, Indian clubs, and wands.

In the the office of the director are cots for the use of the women in the gymnasium classes, it being one of the doctrins of the department that rest, when needed, is as essential as exercise.

The regular course in each class consists of fundamental woik on heavy apparatus, intersperst with dumb-bell, Indian club, and wand drills. A course in body building movements, without appara-tus, is also given.

**I. Gymnastics, First Quarter.** The purpose of this course is to give the student a working knowledge of the simple gymnastic posi-tions and terminology. Simple folk dances and games are introduced. Instruction is given on certain phases of personal hygiene.

**II. Gymnastics, Second Quarter.** In this class more compli-cated gymnastic exercises are given. Indian club swinging supple-ments the free exercises of the first quarter. More difficult folk dances are used. Team games are emphasized.

**III. Gymnastics, Third Quarter.** This work will consist almost entirely of team games. It includes work in theory and prac-tice of gymnastics.

**IV. The Teaching of Physical Education in the Practice School.** One quarter. Prerequisit: three quarters of gymnastic work.

## **PHYSICS AND PHYSIOGRAPHY**

J. S. STOKES,

### **I. Physics.**

A course for mature students and for those having taken high school Physics. Course embraces the following subjects, named in the order in which they are studied: Mechanics of Solids and Fluids, Wave Motion, Sound, Heat, Light. Plane trigonometry required. Three quarters. MR. STOKES AND ASSISTANTS.

### **II. Electricity and Magnetism.**

A course embracing the fundamental principles of these subjects and many industrial applications of the same. Requirement same as for course I; also first quarter of course I or its equivalent. Two quarters. MR. STOKES.

### **III. The Teaching of Physics.**

A course given for those intending to teach Physics. Course consists of a consideration of the more difficult parts of the subject, laboratory technique, laboratory equipment, construction and care of apparatus, and a rapid survey of the history of Physics. One quarter. Given in the summer quarter. MR. STOKES.

### **IV. The Physics of Music.**

A course for students of the course in music. The course is a modification of the work of the second quarter of course I. The physical basis of music is systematically developed by experiment, demonstration, and discussion. One quarter. Given in the spring quarter. MR. STOKES.

### **V. Physical Geography.**

A course comprising first, a study of the physical features of the earth's surface and the physical processes operating in producing them, and then a study of mathematical geography and meteorology, or the physics of the atmosphere.

During the last quarter the student makes a study of the details of the topography of selected portions of the United States, with the objects in view, of observing and localizing numerous illustrations of the processes previously studied, of acquiring a knowledge of the relief of his country and of rendering the teaching of geography and history more efficient. Three quarters. MR. STOKES AND ASSISTANTS.

## VISUAL ILLUSTRATION

MARK BURROWS

The object of this department is to educate prospectiv teachers in the employment of various means of visual illustration. The work first takes up the use of cameras and other photographic devices. Just enough of the chemistry of photography will be given to enable the student to see a reason for the various processes. Just enough of the mathematics will be utilized to enable the users of cameras and projecting apparatus to estimate intelligently the capabilities of the instruments employd. The elementary principles of photographic pro-cesses will then be applied to the making of lantern slides, and the operation of projection instruments. Collections of lantern slides, prints, stereoscopic pictures, diagrams, maps, casts, and other forms of illustrativ material will be studied. Thru the co-operation of the various departments of the school, a classified and indext collection of negativs is being made. These will be available to teachers and school boards who desire to equip their schools for more effectiv teaching in literature, history and geography, science, and the arts. In addition to other equipment, this department has lately added a fine cinematograph camera, and a cinematograph for projection.

While the best of apparatus will be at the student's command, yet in a part of the course he will be encouraged to improvize workable equipment from simple and inexpensiv devices near at hand.

This course is open to those about to receive the diploma, the elementary certificate, or the rural state certificate. One quarter. Given every term.

## EDUCATION

A. B. WARNER, W. A. CLARK, FLORENCE M. LANE

### I. Psychology.

An introduction to modern psychology. The method comprises a recitation study of the textbook, introspectiv analysis by the student of his own concrete personal experiences, and definitly assigned library readings in the standard English treatises and textbooks. One quarter.  
MR. CLARK.

### II. Principles of Teaching.

An elementary study of the principles upon which good teaching is based, with constant applications in methods of instruction and management. By reference to approved methods of teaching, empir-

ically known to the pupils, they are led in a study of well defined educational theory, with special reference to elementary teaching in rural and graded schools. One quarter. MR. CLARK.

### **III. School Economy.**

This is an elementary course and has in view the common problems of school management and the work of an efficient teacher in a one-room school or in a village school in which the teacher must work with little supervision. Given every quarter. MR. WARNER.

### **IV. Science of Education.**

An advanced course in the science and philosophy of education. It covers in a general way the whole field of technical pedagogy; and the method comprises free class discussions with frequent appeals to the student's own experiences and observations and library readings. A short thesis is required. One quarter. MR. CLARK.

### **V. High School Problems.**

This is an advanced course, offerd for the summer term and during at least one other quarter of each year. In it are considerd problems of adolescence, problems of administration, and problems of instruction as they are involvd in the American high school. Most of the term will be given to the program of studies, the choice of curricula, and the treatment of various branches of study. One quarter. MR. WARNER.

### **VI. History of Education.**

This course deals first with ancient and medieval times; second, with the modern world from the time of the Renaissance. This course is for advanced students. Two quarters. Given each term. MR. WARNER.

### **VII. School Administration.**

This is a course for advanced students and is specially intended for superintendents and principals. It deals with state, county, and city systems of education. Missouri systems and laws will be taken as types so far as possible. One quarter. MR. WARNER.

### **VIII. Educational Values.**

An advanced course dealing critically with the various elementary and secondary school branches of study with reference to their values as education materials. After a preliminary determining of what "educational value" is, each elementary school and high school subject is briefly considerd as to its function in the curriculum, with

incidental study of methods. Closely guided library readings are prescribed; and the class exercises consist in numerous special reports with free discussions. One quarter. MR. CLARK.

#### **IX. Ethics.**

An introductory study in modern energistic Ethics, open as an advanced electiv to students who have had the courses in General Psychology and Science of Education, or their equivalent. The aim is to acquaint the student with the scope and methods of ethical thought and to aid him in establishing rational personal character. One quarter. MR. CLARK.

#### **X. Special Psychology.**

An advanced course in special problems, presupposing the course in General Psychology or its equivalent. Each student devotes himself to a study of some phase of child life in the Practice School upon which he prepares a final thesis. Daily class discussions, conferences, and library readings give general direction and unity to the work of the class. One quarter. MR. CLARK.

#### **XI. Rural School Organization and Management.**

This course covers three lines of study—first, larger phases of the rural school movement; second, detaild plans for schools, grounds, and equipment; third, outlines for the larger use of the country school plant, for household, manual, and fine arts work, agriculture and nature study, also as a neighborhood center. The students work out lists for simple equipment and plan for adaptations which may bring at least some of these advantages within the reach of any country school. One quarter. MISS LANE.

#### **XII. Rural Sociology.**

This course deals with some of the educational, social, and economic questions which are confronting our country now, and presents a few practical solutions. The aim is to lead each student to think thru the problems of his community and devise what can be done to conserv and develop its resources. One quarter. MR. CLARK.

#### **XIII. Rural Methods and Observation.**

This course should be a part of the preparation of all who go out to teach school in country schools. The observation work in the Model Rural School is pland to give some idea of time saving and efficiency methods and of the ways in which the latest educational ideas can be adapted to the needs of the country school. The methods work deals especially with English, geography, history, and mathematics in the rural school curriculum both as to what to teach and the way to present the material to the children. One quarter. MISS LANE.

# Practice Schools

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## FACULTY OF THE PRACTICE SCHOOLS

JOHN R. KIRK .....	President and Supervisor of Practice Schools
SUSIE BARNES.....	Director of Practice Schools
LAURIE DOOLITTLE.....	History and Geography
EUDORA HELEN SAVAGE .....	English
IDELLA R. BERRY .....	Primary Grades
HARRIET HOWARD .....	Kindergarten
ADA COCHRAN .....	Scholarship Assistant
CLARA SANFORD .....	Scholarship Assistant
H. G. SWANSON .....	Scholarship Assistant
FLORENCE M. LANE.....	Rural School
H. W. FOUGHT.....	Rural Education Adviser

## SPECIAL ASSISTANTS

OPHELIA A. PARRISH .....	Library
D. R. GEBHART .....	Music
W. H. ZEIGEL .....	Mathematics
A. L. PHILLIPS .....	English
J. W. HEYD .....	German
T. JENNIE GREEN .....	Latin
E. M. VIOLETTE .....	History
EUGENE FAIR.....	History
MARK BURROWS .....	Geography
J. S. STOKES .....	Science
E. M. McGREW .....	Sanitation
MYRTIE C. VAN DEUSEN.....	Home Economics
W. J. BRAY .....	Science
A. D. TOWNE .....	Manual Arts
OLLIE E. RAGON.....	Fine Arts
LEOTA L. DOCKERY.....	Physical Education for Girls
C. B. SIMMONS.....	Physical Education for Boys



CAMP FIRE GIRLS IN CEREMONIAL COSTUME

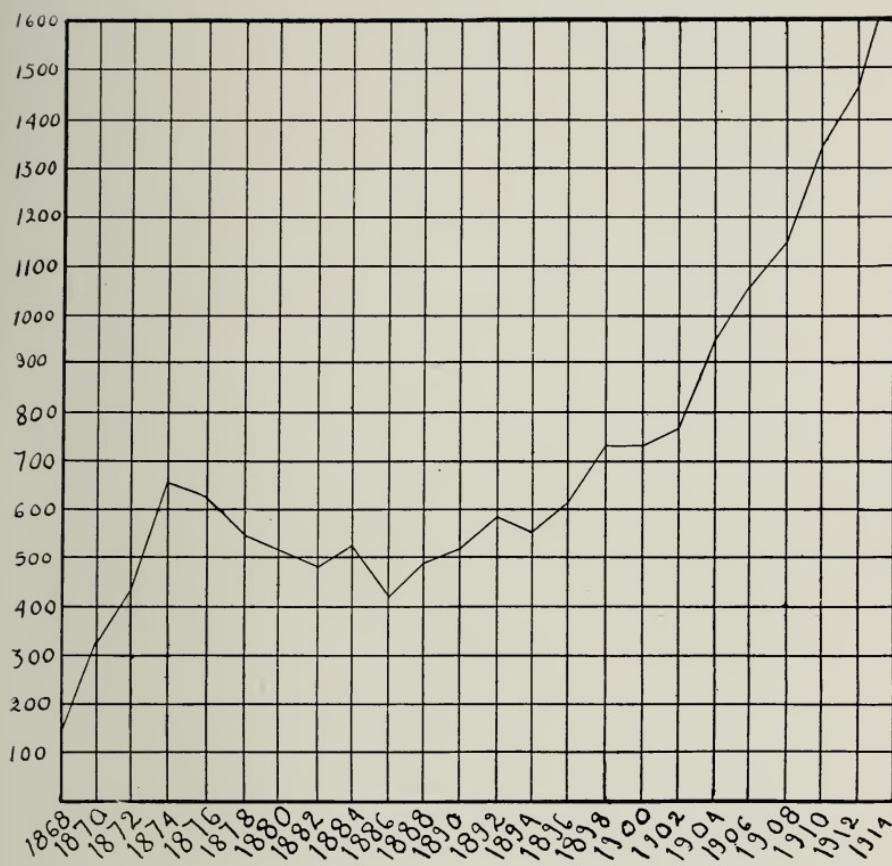
## STATISTICS.

	Men	Women	Total
Individuals Attending Summer Term, 1912 . . . . .	302	598	900
Individuals Attending Fall Term, 1912 . . . . .	250	421	671
Individuals Attending Winter Term, 1912-13 . . . . .	277	440	717
Individuals Attending Spring Term, 1913 . . . . .	200	416	616
—	—	—	—
Average No. Attending . . . . .	257	469	726
Individuals Enrolled, Year Ending May, 1913 . . . . .			1601
Children in Practice Schools . . . . .			300
—	—	—	—
Total Enrollment, Including Practice Schools . . . . .			1901
Individuals Attending Summer Term, 1913 . . . . .	223	755	978

## ENROLLMENT BY YEARS

### Exclusiv of Practice School Children.

Years	Students	Years	Students
1868—First year . . . . .	140	1891—Twenty-fourth year . . . . .	560
1869—Second year . . . . .	203	1892—Twenty-fifth year . . . . .	596
1870—Third year . . . . .	303	1893—Twenty-sixth year . . . . .	606
1871—Fourth year . . . . .	321	1894—Twenty-seventh year . . . . .	562
1872—Fifth year . . . . .	434	1895—Twenty-eighth year . . . . .	620
1873—Sixth year . . . . .	470	1896—Twenty-ninth year . . . . .	623
1874—Seventh year . . . . .	668	1897—Thirtieth year . . . . .	719
1875—Eighth year . . . . .	709	1898—Thirty-first year . . . . .	737
1876—Ninth year . . . . .	627	1899—Thirty-second year . . . . .	739
1877—Tenth year . . . . .	592	1900—Thirty-third year . . . . .	742
1878—Eleventh year . . . . .	534	1901—Thirty-fourth year . . . . .	753
1879—Twelfth year . . . . .	468	1902—Thirty-fifth year . . . . .	757
1880—Thirteenth year . . . . .	513	1903—Thirty-sixth year . . . . .	784
1881—Fourteenth year . . . . .	492	1904—Thirty-seventh year . . . . .	944
1882—Fifteenth year . . . . .	481	1905—Thirty-eighth year . . . . .	982
1883—Sixteenth year . . . . .	446	1906—Thirty-ninth year . . . . .	1040
1884—Seventeenth year . . . . .	501	1907—Fortieth year . . . . .	1157
1885—Eighteenth year . . . . .	475	1908—Forty-first year . . . . .	1250
1886—Nineteenth year . . . . .	405	1909—Forty-second year . . . . .	1307
1887—Twentieth year . . . . .	421	1910—Forty-third year . . . . .	1364
1888—Twenty-first year . . . . .	490	1911—Forty-fourth year . . . . .	1370
1889—Twenty-second year . . . . .	505	1912—Forty-fifth year . . . . .	1450
1890—Twenty-third year . . . . .	502	1913—Forty-sixth year . . . . .	1601



GRAPHICAL REPRESENTATION OF 46 YEARS' GROWTH OF K. S. N. S.

### GRADUATES, 1912-13.

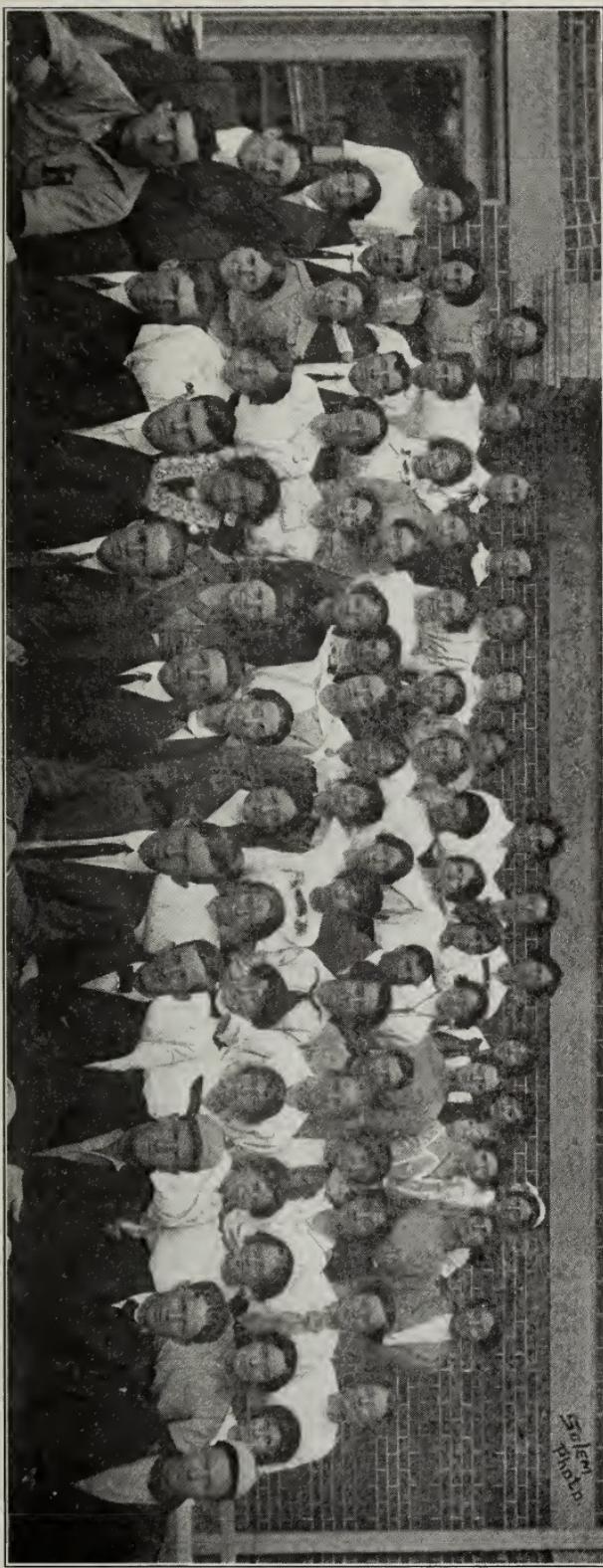
Receiving degrees for completion of four or more years in a teachers college course preceded by a four years' high school course:

Ada Cochran, A. B. in Ed.....	Aug. 9, 1912.
Ophelia A. Parrish, A. B. in Ed.....	Aug. 9, 1912.
W. Guy Pence, A. B. in Ed.....	Aug. 9, 1912.
Robert St. Clain, A. B. in Ed.....	Aug. 9, 1912.
W. H. Trainum, A. B. in Ed.....	Aug. 9, 1912.
Grover C. Allen, B. S. in Ed.....	Aug. 9, 1912.
W. A. Lewis, B. S. in Ed.....	Aug. 9, 1912.
W. Evert Costolow, Pd. B.....	Aug. 9, 1912.
Clyde A. Dorsey, Pd. B.....	Aug. 9, 1912.
Florence H. Funk, Pd. B.....	Aug. 9, 1912.
Eldina Kropf, Pd. B.....	Aug. 9, 1912.
Edith Marston, Pd. B.....	Aug. 9, 1912.
H. E. Millsap, Pd. B.....	Aug. 9, 1912.
John R. Murdock, Pd. B.....	Aug. 9, 1912.
J. E. Rouse, Pd. B.....	Aug. 9, 1912.
George W. Reavis, Pd. B.....	Aug. 9, 1912.
W. H. Trainum, Pd. B.....	Aug. 9, 1912.
Frank Ward, Pd. B.....	Aug. 9, 1921.
Charles M. Weyand, Pd. B.....	Aug. 9, 1912.
M. A. Boyes, A. B. in Ed.....	Feb. 28, 1913.
Eolian Baird Berger, A. B. in Ed.....	May 20, 1913.
Fred E. Brooks, A. B. in Ed.....	Aug. 8, 1913.
Glen D. Davis, B. S. in Ed.....	Aug. 8, 1913.
Melvin E. Fish, A. B. in Ed.....	Aug. 8, 1913.
Wayne R. Fuller, B. S. in Ed.....	Aug. 8, 1913.
Laura Pauline Kirk, A. B. in Ed.....	Aug. 8, 1913.
C. H. Ramsay, B. S. in Ed.....	Aug. 8, 1913.
O. G. Sanford, A. B. in Ed.....	Aug. 8, 1913.
Frank Ward, A. B. in Ed.....	Aug. 8, 1913.
C. M. Wise, A. B. in Ed.....	Aug. 8, 1913.
John R. Murdock, B. S. in Ed.....	Aug. 8, 1913.

### GRADUATES OF "ADVANCED COURSE" (1911-12).

The same being a three years' teachers college course preceded by a four years' high school course.

S. Leonard Bailey, Maude Bell, Geo. V. Baskett, Florence Bradley, Cora Brennenstuhl, Sylva Glenn Browne, Arlie G. Capps, Robt. S. Clough, Sina Inez Cochran, Bessie Crystal, Lillian Isabel Doll, Ada Florence Douglas, Grace C. Enyeart (Mrs. Hill), W. Brice Fell, Melvin E. Fish, Julia M. Foght, Beulah E. Gammon, Mary B. V. Gentry, Walter A. Hopkins, E. L. Horton, J. W. Howe, G. B. Israel, Laura Pauline Kirk, Victor Kirk, Rose L. Lisenby, Agnes Marston, Guy F. McGee, Stella L. McWilliams, Mrs. Myrtle M. Murdock, Eva Nance, Anna E. Pearson, Myrtle V. Potter, Louise Reckard (Mrs. Allen), Cora A. Reid, Floyd B. Rogers, E. H. Salisbury, Bertha E. Sandry, Clara Sanford, Nellie Shanks, Fred L. Sloop, Bess Smith, W. Howard Snyder, Claude E. Stephens, H. G. Swanson, Ruth Turner, M. B. Vaughn, H. D. Voss, Evan D. White, Jewell Whitelock, Louise A. Willard, Mabel Wilson, Mabel M. Wilson



A GROUP FROM THE ELEMENTARY CLASS, 1913

Soule photo



SENIOR CLASS, 1913—26 Men, 35 Women. Reading from left to right, top row: C. C. Maxwell, J. Frank Page, Herman L. Crookshank, Luther V. Crookshank, Wayne R. Fuller, Ethel Hook, Viola Vogel, A. S. Hill, Ira E. Boley, John Foust, W. E. Burnham. Second row: W. W. Gibbany, Mattie Dutton, Eliza J. Henderson, Gertrude Horn, Ola C. Ader, J. G. Pierce, Hubert L. Collett, John A. Crookshank, Joseph O. Otterson, Herbert W. Kretzmeier. Third row: Harriet Nelson, Nelle Wells, Esther Robinson, Clara Pierson, Ora Johns, Georgia Sebring, Evaleena Miller, Anna E. Fairbanks, Berdie Newmyer, Ida May Patterson, Juanita McGuire, Catherine Meade, W. W. Shoop, C. A. Smith. Fourth row: Jennie Case, Dora Reynolds, Luna Corbin, June Selby, Lola Newton, Edna Montgomery, Pearle Netherton, Julia Netherton, Ruth Sanders, Eunice V. Adams, Carmelita Quinn, Gladys Millay, Carrie Wiley, Ina Finegan, Marion Gardner, Eva Stuck, Elizabeth Uhe. Bottom row: Paul Barnett, Paul Hardesty, Jackson A. Boucher, A. Lee Prosser, Fred E. Patrick (president), W. L. Magruder, C. H. Ramsay, Adolph Dooley, Barton S. Morgan.

### **SENIORS (1912-13)**

Receiving diploma for three years' teachers college course preceded by a four years' high school course.

Ola Cleo Ader, Paul W. Barnett, Ira Everett Boley, S. Carrie Downing, Mattie Dutton, Ina V. Finegan, Wayne R. Fuller, Walter W. Gibbany, Shirley Gorrell, Eliza J. Henderson, Gertrude K. Horn, Ora Johns, Leslie Magruder, Juanita McGuire, Harriet Nelson, Berdie Newmyer, Lois Mabel Norwood, Fred E. Patrick, Harrison Sumner Pfeiffer, J. G. Pierce, Clara Frances Pierson, Calvin Henry Ramsay, Dora L. Reynolds, June Selby, Wm. W. Shoop, Grover W. Sims, Elizabeth K. Uhe, Nelle Wells.

#### **August Section.**

Candidates for diploma August 8, 1913.

Eunice V. Adams, V. H. Barker, Jackson A. Boucher, W. E. Burnham, Jennie V. Case, A. B. Cluster, Hurbert L. Collett, Luna Corbin, Herman Lee Crookshank, J. A. Crookshank, Luther Vincent Crookshank, Adolph Dooley, A. G. Elam, Anna E. Fahrni, Paul L. Hardesty, Jessie Harding, Ambrose S. Hill, Ethel Hook, Courtney Jackson, Fay Elizabeth Jarman, Herbert William Kretzmeier, Chas. C. Maxwell, Catherine Nelson Meade, Gladys Millay, Evalena Miller, Barton S. Morgan, Julia Bernice Netherton, Pearle Netherton, Lola Newton, Joseph O. Otterson, J. Frank Page, Ida May Patterson, Jene B. Patton, A. Lee Prosser, Elizabeth Carmelita Quinn, Esther Robinson, Ruth E. Sanders, Georgia Sebring, C. A. Smith, Neva Sue Smith, Barrett Stout, Lee C. Stuart, Eva Hester Stuck, Alice Vaughn, Alma Vaughn, Viola Vogel, Carrie E. Wiley.

#### **ELEMENTARY CLASS**

**GRADUATING ON OR BEFORE MAY 20, 1913.**

Kate E. Andrews, Robert T. Berger, Mabel Staver Boyes, Grace Bridges, Kathryn Burton, Ruby Belle Cantlon, Ora L. Capps, Daisy K. Cater, Agatha Copman, Mabel Crump, Bernice Marie Dickson, G. Earl Dille, Zelma Lee Doyle, C. Victor Ford, Grace Galbreath, Stella D. Gartman, Willie George, R. C. Glaves, Sallie Joe Grigsby, Ida Ruth Hall, Sallie V. Heathman, Anna Mae Howell, Agnes Johnson, Ruby Johnston, Benj. C. Jones, Margaret M. Kramer, Coralie Lake, Mazie Lawrence, Annah Lee, Lenore Lindsey, E. R. Lyda, Anna B. Mabry, Mary E. Miller, Tempa J. Morelock, Louis Francis Nelson, Mrs. Fred E. Patrick, M. E. Peltz, Edith Porter, Bertha E. Roseberry, Ethel M. Roseberry, Texie Ellen Ryle, Leila Sanders, Ora Ella Sharp, Jewell Sires, Martha W. Smith, Wallace D. Swanson, Ruth L. Towne, Mrs. Edna M. Treasure, Frank W. Van Horne, L. Vivien Walther, Nathan E. Wells, Fleeta Ruth Whisenand, Jeanne Willett, Connie Jeanette Wright, Myra Wright, Olive C. Wright, Leta Yowell.

#### **August Section**

To receive Elementary Certificates August 8, 1913, on condition that all required work shall then be completed.

Carmelita Anderson, Claire Bailey, Ruth Baker, Grace L. Barnes, Ruby B. Barnes, Judith Amne Berger, Cecil G. Biggerstaff, Stephen Blackhurst, Ida L. Brewington, W. A. Burton, Eula Bushong, Elizabeth J. Campbell, Senora L. Carsten, Geneva Cash, E. Pearl Cherry, Ena Clark, Chas. C. Cokerham, Agnes Shibley Cooley, A. Maude Cooper, Lura Cowan, Artie A. Craig, Ira B. Crawford, Phyllis Cunningham, Bessie Idell Davidson, Martha E. Davis, Flossie C. Deaver, Mollie Lee Delaney, Elva Doyle, C. E. Dunkleberger, Martha Durand, Claude N. Dye, S. B. Edwards, Minta Ellis, Clella Farmer, Hazel Fletcher, Mary Foley, Arzetta Frazier, Bessie I. Furman, Mary Lillian Garnett, Rena Garriott, Ada Gentry, Esther Gentry, Emory L. Gooch, Lucille Virginia Hart, Kate Heathman, J. V. R. Hilgert, Mrs. Laura Hougland,

Anna A. James, Benjamin Harrison Jolly, Lynne Earle Jones, Effie Lee Kribs, Agnes Lindsey, E. Margaret Little, Sara E. Little, Kathleen Lloyd, Mildred Lloyd, Merle Lutes, Dena J. Mason, Estella McCauley, M. Edna McNealey, Ada Miller, Edna Montgomery, F. Lillian Moore, Mrs Mary E. Moore, Mary Dodd Neale, Thos. G. Nichols, Belle Nowels, Winifred F. Owens, Deane Perley, Inez Perley, Tulsye L. Phelps, E. Bennie Platz, Delle Post, Grover Ramsey, Ella Rank, Minnie Rank, Catherine E. Rice, Vera I. Richardson, Frances Ryle, Nina L. Shock, Goldie M. Smith, Julia Sparks, Frona Stautermann, Georgia G. Stautermann, L. L. St. Clair, Bennie Stone, Anna B. Thiemann, Maggie Mae Thomas, Cecile Lewis Thompson, Floyd Allen Thompson, Maude Threlkeld, Opal Townsend, H. U. G. Turnmire, Meredith S. Vaughn, Clyde Harman Wady, Alice Waller, Ruth Way, Mabel I. Wehrli, Phradie Wells, Mary E. White, Samuel E. Wilson, Floy Wolfenbarger, Olive B. Woodward, Ruth A. Wright, Mary E. Yates.

#### RURAL SCHOOL EDUCATION

##### RECEIVING RURAL SCHOOL CERTIFICATES ON OR BEFORE MAY, 1913.

Tina Burress, Walter G. Burress, Rosa Conrad, Gertrude Downs, O. Boyd Eddins, Grace Evans, E. Logan Finley, Verna Fisher, Margaret Jewell Ford, J. W. Graves, Bessie Hoerrmann, Roy R. Nelson, Clara Olson, Pauline Stautermann, Hermia Street, Claud E. Todd, Pansy M. Trunnell, Ruth Winters.

##### August Section

Marguerite Balthrope, Orpha A. Bartlett, Lewis J. Cissna, Glennie R. Cochran, G. B. Dugan, Nellie Marie Ford, Bessie Germann, Agnes E. Gordon, Lelia Henderson, Margaret S. Hart, Grace M. Jones, Fannie McReynolds, Ethel M. Mitzimberg, Fleeta Mae Owen, Noel H. Petree, W. T. Reeves, Clara E. Sears, Bernice Stevenson, Pansy M. Trunnell, Lillian M. Waters, Lula Wilson.

# Enrollment

JUNE, 1912 TO JUNE, 1913

Abbott, Earl . . . . .	Putnam	Barb, Bessie . . . . .	Sehuylar
Abbott, Maude . . . . .	Putnam	Barker, Cecil . . . . .	Adair
Abernathy, Elnora . . . . .	Adair	Barker, V. H. . . . .	Randolph
Adams, Eunice V. . . . .	Adair	Barkley, Wm. S. . . . .	Sullivan
Adams, Floyd . . . . .	Monroe	Barnes, Clarence L. . . . .	Sullivan
Ader, Ola C. . . . .	Adair	Barnett, Lola . . . . .	Adair
Adlesperger, Nora . . . . .	Sullivan	Barnett, Paul . . . . .	Adair
Aeschliman, J. E. . . . .	Schuylar	Barnett, Pearl . . . . .	Audrain
Ainslie, Margaret . . . . .	Adair	Barnhart, C. V. . . . .	Adair
Alexander, Amara . . . . .	Schuylar	Baugher, Waverly . . . . .	Linn
Alexander, C. Bessie . . . . .	Sullivan	Bartlett, Orpha A. . . . .	Sullivan
Alexander, Robert L. . . . .	Boone	Baskett, Geo. V. . . . .	Linn
Alexander, Rowena . . . . .	Schuylar	Baugher, Stella . . . . .	Linn
Allen, Elvan . . . . .	Macon	Beach, Mabel . . . . .	St. Clair
Allen, Grover C. . . . .	Harrison	Beadles, H. E. . . . .	Merceer
Allen, Mrs. Grover C. . . . .	Harrison	Beals, Effie L. . . . .	Monroe
Allen, Ross C. . . . .	Chariton	Beatty, Everett . . . . .	Sullivan
Allen, Theo . . . . .	Sullivan	Beaty, Olive . . . . .	Adair
Altic, Mattie . . . . .	Adair	Beckley, Rubena . . . . .	Callaway
Ames, Everett . . . . .	Sullivan	Beckner, W. H. . . . .	Scotland
Anderson, Dora . . . . .	Lincoln	Bedsworth, Berdie . . . . .	Callaway
Andrews, Della A. . . . .	Chariton	Begole, Marie . . . . .	Macon
Andrews, Kate E. . . . .	Macon	Beeth, Channing . . . . .	Pike
Angus, J. T. . . . .	Scotland	Behrens, Helena . . . . .	Lincoln
Arni, Bertha E. . . . .	Schuylar	Belcher, Willie W. . . . .	Randolph
Artz, Erma . . . . .	Sullivan	Belew, Robert . . . . .	Franklin
Ashbrook, Jewell . . . . .	Davies	Bell, Maude . . . . .	Macon
Ashbrook, Mabel . . . . .	Davies	Bennett, Grover T. . . . .	Adair
Axtell, Stella . . . . .	Grundy	Bennett, Pansy . . . . .	Adair
Bacon, Ruby A. . . . .	Linn	Benning, Eva H. . . . .	Clark
Bailey, Claire . . . . .	Adair	Benning, Russell . . . . .	Clark
Bailey, Clara . . . . .	Linn	Benson, Blanche . . . . .	Callaway
Bailey, Jessie E. . . . .	Adair	Benson, Virginia W. . . . .	Montgomery
Bailey, Lillian . . . . .	Jasper	Berger, Amne . . . . .	Montgomery
Bailey, Mary . . . . .	Linn	Berger, Eolian Baird . . . . .	Montgomery
Bailey, Maude . . . . .	Macon	Berger, Robert T. . . . .	Montgomery
Bailey, Oscar . . . . .	Macon	Berry, Selma . . . . .	Putnam
Bailey, Vernie L. . . . .	Adair	Betson, Susie . . . . .	Linn
Baker, Blanche . . . . .	Linn	Bier, Edward . . . . .	Marion
Baker, Ruth . . . . .	Lewis	Billeter, Nola . . . . .	Chariton
Ball, Frank . . . . .	Audrain	Billington, T. G. . . . .	Adair
Ballard, Mrs. Flo E. . . . .	Macon	Boarman, Wm. Leo. . . . .	Monroe
Balthrope, Marguerite . . . . .	ILLINOIS	Bishop, Nattie . . . . .	Montgomery
Banning, Doone . . . . .	Adair	Blaettner, Elora . . . . .	Clark
Banning, Halcyon . . . . .	Adair	Blanton, Edna . . . . .	Monroe

Bohon, Miriam	Adair	Brown, Nellie	Clark
Bohrer, Fern	Adair	Brown, Nellie	Chariton.
Bolander, Harley E.	Adair	Brown, Ruth	Randolph
Boley, Ira E.	Clark	Browne, Lloyd E.	Adair
Boley, Lee	Clark	Browne, Sylva G.	Adair
Bondurant, Earle	Adair	Browning, Homer	Grundy
Bondurant, Edith	Adair	Browning, Louis	Harrison
Bonney, S. F.	Lewis	Broyles, J. R.	Mercer
Bonney, Mrs. S. F.	Davies	Broyles, Roy	Mercer
Boone, Nellie	Callaway	Bruner, Cora	Clark
Booth, Grace	Sullivan	Bruner, Effie Lee	Clark
Booth, Morea	Sullivan	Bruner, Fred	Shelby
Bornhop, Rosetta	St. Charles	Bruner, Maude	Clark
Borron, Elizabeth A.	Adair	Bruns, J. J.	Franklin.
Borron, Lola	Macon	Bryson, Belle	Knox
Bottoms, Hattie	Randolph	Bryson, Mable	Knox
Botts, Joe H.	Knox	Bucher, L. S.	Putnam
Botts, Walter	Knox	Bunch, Alta	Macon
Boucher, Earl	Livingston	Burch, Minnie	Macon
Boucher, J. A.	Livingston	Burchfield, Martha	Montgomery
Boucher, S. Morris	Adair	Burgess, Doris	Adair
Boucher, W. R.	Adair	Burke, E. F.	Randolph
Bowles, Floy	Lewis	Burkhart, Pearl	Adair
Boyd, Eunice	Monroe	Burnham, W. E.	Howard
Boyes, M. A.	Adair	Burns, Beryl I.	Putnam
Boyes, Mrs. M.A.	Adair	Burns, Norbert	Adair
Bradford, Edna	Dallas	Burns, Veronica	Adair
Bradley, Florence	Jackson	Burress, Tina	Adair
Bradley, Helen	Jackson	Burress, Walter G.	Adair
Bragg, Mary Jane	Shelby	Burress, Wardie	Sullivan
Brantner, Georgia	Linn	Burress, W. H.	Adair
Brantner, Homer	Linn	Burrows, Iphigenia	Adair
Brantner, Lottie	Linn	Burress, Minnie	Sullivan
Brashear, Richard	Adair	Burton, Edna	Adair
Brashear, Roma	Adair	Burton, E. L.	Randolph
Brawner, Bertha	Adair	Burton, Elva	Adair
Brennenstuhl, Cora	Grundy	Burton, Kathryn	Howard
Brewer, Fannie	Macon	Burton, Leota	Gentry
Brewington, Ida	Macon	Burton, Verna	Macon
Briddle, Florence	Adair	Burton, W. A.	Randolph
Bridges, Grace	Schuylar	Bushong, Eula	Sullivan
Bridges, Maude E.	Schuylar	Bushong, Myrtie	Sullivan
Bridwell, F. E.	Linn	Butler, Leslie	Adair
Brightwell, Cliff	Lewis	Byland, Emma J.	Shelby
Brightwell, Virgie	Lewis	Cain, Allen E.	Adair
Brosi, Mary	Lewis	Cain, Lottie L.	Adair
Browitt, Ruth	Macon	Cain, Vesta	Putnam
Brown, Augusta	Sullivan	Caldwell, Beulah	Sullivan
Brown, Bessie	Grundy	Caldwell, Dola	Adair
Brown, Bernice	Sullivan	Caldwell, R. S.	Lewis
Brown, Beulah	Ralls	Call, Hazel	Sullivan
Brown, Maude	Grundy		

Calvert, Eula . . . . .	Clark	Cochran, Ada . . . . .	Adair
Calvert, Vergia B . . . . .	Clark	Cochran, Cash . . . . .	Sullivan
Campbell, Audrey . . . . .	Grundy	Cochran, Edward O. . . . .	Sullivan
Campbell, Earl . . . . .	Iowa	Cochran, Glennie R. . . . .	Sullivan
Campbell, Elizabeth . . . . .	Clark	Cochran, Lois Dean . . . . .	Adair
Campbell, Elizabeth J. . . . .	Carroll	Cochran, Netice I. . . . .	Sullivan
Campbell, John M. . . . .	Adair	Cochran, Sina Inez. . . . .	Adair
Cantlon, Ruby . . . . .	Linn	Cochran, Velda . . . . .	Adair
Capps, Oletha . . . . .	Adair	Cockrum, Belle . . . . .	Adair
Capps, Ora L. . . . .	Adair	Cokerham, Chas. C. . . . .	Linn
Carr, Flo . . . . .	Linn	Cole, G. W. . . . .	Lewis
Carnagey, Alta . . . . .	Adair	Cole, Ralph . . . . .	Lewis
Carner, Lola . . . . .	Adair	Cole, Stella . . . . .	Knox
Carrington, Randa . . . . .	Callaway	Coleman, Grace . . . . .	Knox
Carroll, Owen R. . . . .	Adair	Collett, H. L. . . . .	Adair
Carsten, Senora . . . . .	Chariton	Collins, Fern . . . . .	Adair
Carter, Chelsea . . . . .	Linn	Collins, Lou . . . . .	Adair
Carter, Jennie . . . . .	Adair	Collins, Sadie. . . . .	Ralls
Carter, Merle M. . . . .	Clark	Colombr, Mary . . . . .	Sullivan
Carthrae, Addie . . . . .	Montgomery	Compton, Jessie . . . . .	Adair
Case, C. Ella . . . . .	Livingston	Conrad, Allie . . . . .	Shelby
Case, Jennie . . . . .	Sullivan	Conrad, Rosa . . . . .	Shelby
Casebeer, Wilbur F. . . . .	Livingston	Cooley, A. B. . . . .	Adair
Cash, Geneva . . . . .	Pike	Coon, Grace . . . . .	Sullivan
Cater, Daisy K. . . . .	Adair	Coop, Pauline . . . . .	Putnam
Chadwick, Warren . . . . .	Adair	Copman, Agatha . . . . .	Audrain
Chapman, Anna B. . . . .	Shelby	Copman, Grace . . . . .	Audrain
Chedister, Victor . . . . .	Boone	Corbin, C. Beatrice. . . . .	Adair
Cheesman, Rosa . . . . .	Adair	Corbin, Luna . . . . .	Adair
Cherry, Ruby . . . . .	Livingston	Corbin, O. C. . . . .	Sullivan
Childers, Gladie . . . . .	Gentry	Costolow, W. E. . . . .	Adair
Childers, John . . . . .	Gentry	Cottingham, Elsie . . . . .	Randolph
Childers, Nellie . . . . .	Gentry	Couch, Ethel . . . . .	Grundy
Chiles, Ira N. . . . .	Warren	Couch, Iva . . . . .	Grundy
Chipp, Bertis . . . . .	Harrison	Cousins, Owen. . . . .	Mercer
Cissna, Lewis . . . . .	Lewis	Cowan, Nina. . . . .	Buchanan
Clabaugh, Ruth . . . . .	Sullivan	Cowan, Olive . . . . .	Putnam
Clabaugh, Wm. . . . .	Sullivan	Cowherd, Carson E. . . . .	Ralls
Clapham, Candance . . . . .	Harrison	Craig, Ben . . . . .	Schuyler
Clapper, Lelah . . . . .	Putnam	Craig, Everette . . . . .	Lewis
Clark, Cecil . . . . .	Adair	Craig, Myrtle E. . . . .	Adair
Clark, Ena . . . . .	Lewis	Crandall, Nola E. . . . .	Scotland
Clark, Geo. . . . .	St. Louis	Crane, Sallie. . . . .	Audrain
Clark, James L. . . . .	Adair	Crawford, Etta. . . . .	Adair
Clark, Vivion . . . . .	Monroe	Crawford, Frank B. . . . .	Adair
Clements, Winnie . . . . .	Macon	Crawford, Ira B. . . . .	Howard
Clevenger, Lewis . . . . .	Adair	Creath, Cleda . . . . .	Iowa
Clithero, Alta . . . . .	Audrain	Creath, Neva . . . . .	Iowa
Clough, Alvin L. . . . .	Clark	Crecelius, Lottie . . . . .	St. Louis
Clough, Robt. S. . . . .	Clark	Crecelius, Lula J. . . . .	St. Louis
Cluster, A. B. . . . .	Montgomery	Crews, Nettie. . . . .	Boone
Coburn, Estelle . . . . .	Livingston	Crigler, Mary . . . . .	Adair

Crookshank, Herman L.	Linn	Divers, Bettie	Boone
Crookshank, John A.	Linn	Dixson, Nellie	Davies
Crookshank, Luther V.	Linn	Doan, Lucy	Grundy
Croson, Geneva	Adair	Doan, Mabel	Grundy
Crump, Mabel	Schuyler	Dodson, F. O.	Putnam
Crystal, Alpha	Macon	Dodson, Otis	Putnam
Crystal, Bessie	Linn	Dodson, Roy B.	Adair
Crystal, Hallie	Macon	Doggett, I. C.	Macon
Culler, Alva	Shelby	Doll, Lillian	Shelby
Culler, Herschel	Shelby	Doneghy, Dagmar	Adair
Cunningham, Phyllis	Macon	Dooley, Adolph	Schuyler
Dale, Donald	Macon	Dooley, Joshua	Schuyler
Dale, Lowell	Macon	Dorsey, Clyde A.	Adair
Dalzell, Alma	Sullivan	Dorsey, Letha	Adair
Dalzell, Ruby	Sullivan	Doss, Gladys	Adair
Darr, Virgil	Adair	Dougherty, Ruth	Livingston
Daugherty, Bessey	Adair	Douglas, Ada	Boone
Davidson, Jesse M.	Montgomery	Dowell, Nannie	Chariton
Davidson, Joseph M.	Adair	Downing, Maybelle L.	Adair
Davies, Sarah	Randolph	Downing, Olah	Adair
Davis, Edna	Scotland	Downing, S. Carrie	Knox
Davis, Gladys	Adair	Downs, Ethel	Lafayette
Davis, G. W.	Putnam	Downs, Gertrude	Lewis
Davis, India	Scotland	Downs, Myrtle	Lafayette
Davis, Lula	Schuyler	Doyle, Elva	Adair
Davis, Marie	Scotland	Doyle, Gertrude	Adair
Davis, Opal	Adair	Doyle, Zelma Lee	Audrain
Davis, Vesta	Lincoln	Dralle, Loretta	Lewis
Davison, Mrs. Pearl	Scotland	Drawe, Nora	Lewis
Davison, Walter	Adair	Drennan, Ollin	Adair
Dawson, Eva	Monroe	Drennan, Orrin L.	Adair
Dawson, Helen	Adair	Drescher, Katherine	Marion
Day, Mable	Macon	Dudley, Alpha	Macon
Dear, Ora K.	Adair	Dudley, Marcellus	Macon
Deaver, Flossie	Monroe	Duffie, J. H.	Adair
DeLaney, Gertrude	Monroe	Duffie, W. L.	Adair
Delaney, Lillian	Monroe	Dugan, G. B.	Montgomery
Delaney, Mary	Monroe	Dugan, Pearle D.	Montgomery
Delaney, Mollie Lee	Monroe	Duncan, Gladys	Clark
DeLaney, Nelle	Knox	Duncan, Ruth	Clark
Dennis, Della	Sullivan	Dunn, Elsie	Davies
Deskin, Madge R.	Macon	Dunn, Verna	Scotland
Dickerson, Homer L.	Putnam	Durand, Martha	Lewis
Dickerson, Nettie	Putnam	Durbin, Ruth	Putnam
Dickson, Bernice	Iowa	Durham, Stanley	Randolph
Diemer, G. W.	Chariton	Dusendschon, Alta	Monroe
Dienst, Anna	Putnam	Dutton, Mattie	Warren
Diggs, Pearl M.	Lincoln	Dutton, Nettie F.	Callaway
Dill, Foster	Scotland	Dwyer, Folsom	Lincoln
Dille, G. Earl	Macon	Dwyer, Ruby	Putnam
Dillinger, Earl	Sullivan	Dye, Claude N.	Macon
Dillinger, Jimmie	Sullivan	Dyer, Ida	Adair

Earnest, Edna	Audrain	Fish, Elsie May	Adair
East, Jesse K.	Lincoln	Fish, Melvin E.	Adair
Eaton, Roxie	Livingston	Fisher, Lee	Macon
Eddins, O. B.	Knox	Fisher, Verna	Schuyler
Edwards, Eva	Randolph	Fletcher, Hazel	Macon
Edwards, Glenn	Benton	Flynn, Alpha	Adair
Edwards, Icis	Sullivan	Foght, Julia M.	Adair
Edwards, S. B.	Howard	Foght, Nora	Adair
Eggert, Ralph	Adair	Foley, Mary	Lincoln
Ehret, Belle	Audrain	Ford, C. V.	Pike
Elam, A. G.	Ralls	Ford, Jewel	Pike
Elder, Margaret	Adair	Ford, Nellie	Pike
Elgin, Bessie	Pike	Ford, Raymond	Sullivan
Elgin, May	Lincoln	Foster, Myrtle	Adair
Ellett, Alex	Sullivan	Foust, J. W.	Lewis
Elliott, Burl D.	Adair	Fox, Anna	Knox
Elliott, Don D.	Adair	Fox, Gail	Knox
Elliott, Loren	Sullivan	Francis, Lurley	Sullivan
Elliott, Ralph	Linn	Frazee, Ruth	Knox
Ellis, Adda	Lewis	Frazier, Arzetta	Sullivan
Ellis, Angie	Lewis	Frazier, Tina	Sullivan
Ellis, Minta	Macon	Friday, Carrie	Sullivan
Elmore, Fay	Adair	Friday, Leida	Sullivan
Elsea, Albert F.	Randolph	Fritts, C. E.	Maries
Enyeart, Buel F.	Linn	Frobes, Erma	Adair
Epperson, Amma	Knox	Frogge, B. J.	Adair
Epperson, Eunice	Macon	Fuller, Garle	Adair
Etchison, Coila E.	Daviss	Fuller, Wayne R.	Adair
Eubanks, Leota	Sullivan	Fulton, Rena	Linn
Eubanks, M. Leolin	Sullivan	Funk, Florence H.	Adair
Evans, Grace	Randolph	Funk, Lee	Schuyler
Evans, Letitia	Merceer	Funkhouser, Frances	Clinton
Evans, Perry, Jr.	Clark	Furman, Bessie I.	Adair
Evins, John	Franklin	Furman, Hazel	Adair
Ewing, Ada	Adair	Galbreath, Grace	Daviss
Ewing, Nancy	INDIANA	Galbreath, Lucy	Daviss
Fahrni, Anna E.	St. Louis	Gardhouse, Forest A.	Marion
Fanning, Orpha E.	Lincoln	Gardhouse, H. L.	Marion
Farmer, Clella	Macon	Gardner, Henry C.	Adair
Farmer, C. T.	Putnam	Gardner, Marion F.	Adair
Farmer, J. G.	Lewis	Garnett, Mary Lillian	Monroe
Farrington, Mary	Boone	Garriott, Rena	Adair
Feaster, Thomas	Marion	Garrison, Fern	Shelby
Fechtling, Ardie F.	Putnam	Gartman, Stella	Montgomery
Fechtling, P. F.	Putnam	Gartrell, Winifred	KANSAS
Feigenspan, A. A.	Lewis	Garver, Emma	Callaway
Fielder, Louvilla	Lincoln	Gates, Veta	Macon
Finegan, Clive M.	Montgomery	Gentry, Claude	Adair
Finegan, Ina	Adair	Gentry, Frankie	Boone
Finegan, Vera	Adair	Gentry, Frankie M.	Adair
Finley, E. Logan	Callaway	Gentry, Mary	Boone
Finney, Violet	Linn	George, Willie	Saline

Gerdine, Louise T.	MASSACHUSETTS	Clinton
German, Maude	ILLINOIS	Macon
Germann, Bessie	KANSAS	Macon
Gibbany, Walter W.	Gentry	Monroe
Gibbons, D. A.	Adair	Adair
Gibbs, Naomi	Boone	Randolph
Gibson, Le Nelle	Lincoln	Gunnels, Sarah
Gibson, Sallie	Lincoln	Harrison
Gilbert, Jasper	Clark	Habermeye, Clara
Gilbreath, Everett D.	Macon	Marion
Gilbreath, Logan M.	Macon	Haines, Brower
Gill, Meta	Adair	Livingston
Gilliland, Alta	Adair	Haines, Maude
Gilliland, Pearl	Adair	Haines, Nellie
Gillum, Jimmie	Adair	Clark
Glaves, R. Cecil	Adair	Hale, W. L.
Glaves, Virgil	Adair	Adair
Glennen, Agnes	Callaway	Hall, Ida Ruth
Glennen, Julia	Callaway	Hall, Susan
Glisan, Anna	Lewis	Hall, Willa
Glisan, Virgia	Lewis	Lewis
Gooch, Bessie L.	Linn	Hall, Willa
Gooch, E. L.	Pike	Knox
Gooch, Elizabeth	OKLAHOMA	Ham, Terence
Goodwin, Ralph	Adair	Callaway
Gordon, Agnes E.	Adair	Hamilton, Blanche
Gordon, E. Grace	Adair	Linn
Gordon, Orville E.	Adair	Hamilton, Ernest
Gorker, Clara	Saline	Linn
Gorrell, Homer A.	Clark	Hamilton, Fred L.
Gorrell, Raymond	Clark	Sullivan
Gorrell, Shirley	Adair	Hamilton, Grace
Gorrell, W. E.	Clark	MONTANA
Graham, Ella	Dekalb	Hamilton, Lula
Graham, Nancy	Dekalb	Adair
Grassle, F. Karl	Adair	Hamilton, Mae D.
Grassle, Helen	Adair	Montgomery
Grassle, Ruth	Adair	Hamlett, Agnes
Gratigny, Helen	Adair	Hamlin, Anna
Graves, J. W.	Knox	Putnam
Gray, Helen	Adair	Hamlin, Barbara
Gray, Irma May	Adair	Putnam
Gray, Katie	Macon	Hamlin, Joy
Green, Atha	Macon	Mercer
Green, Goldie	Linn	Hammond, Anna
Green, Norbert	Montgomery	Hampton, Willie Lee
Gregg, Esther	Adair	Monroe
Gregory, Lula	Adair	Han, Lloyd
Gregory, Thelma	Adair	Grundy
Griffith, Frozy	Monroe	Hanes, Harry
Grigsby, Olive	Randolph	Adair
Grigsby, Sallie Joe	Monroe	Hanks, C. A.
		Adair
		Hanks, Jean
		Adair
		Hanks, Leland
		Adair
		Hanks, Paul
		Adair
		Hanks, Ralf
		Adair
		Hansmann, Louise
		Linn
		Harder, Ira E.
		Putnam
		Hardesty, H. J.
		Monroe
		Hardesty, Paul
		Shelby
		Hardin, Alberta
		Boone
		Hardister, Iva
		Adair
		Hardister, O. H.
		Adair
		Hardister, Vena
		Adair
		Harnette, Fred
		Adair
		Harris, Mary
		Scotland
		Harris, May
		Adair
		Harris, Mila
		Adair
		Hart, Lucile
		Shelby
		Hart, Margaret S.
		Boone
		Harter, Myrtle
		Linn
		Hatfield, Elva
		Schuylar

Hatfield, Lula S.	Schuyl	Shelby
Hatfield, N. Ray	Schuyl	Schuyl
Hauptmann, Watson A.	Clark	Scotland
Hawkins, Martha	Lewis	Audrain
Hayes, Elfie F.	Sullivan	Monroe
Hayes, Icel.	Grundy	Macon
Hayes, Iva	Grundy	Putnam
Hayes, Nellie	Sullivan	Texas
Hays, Edna	Schuyl	Randolph
Head, J. T.	Sullivan	Marion
Heartsell, Flora	Carroll	Putnam
Heathman, Kate.	Randolph	Adair
Heathman, Laura	Randolph	Winona
Heathman, Sallie V.	Monroe	COLORADO
Hedrick, Valeria	Linn	Clark
Henderson, Eliza J.	Gentry	Boone
Hendricks, Rowena	Jasper	Adair
Hennessy, Isabelle	Clark	Adair
Heptonstall, Christie	Chariton	Livingston
Heptonstall, Essie.	Chariton	Adair
Hess, Edna	Lewis	Adair
Hess, Irving	Adair	Hazel
Hess, J. H.	Adair	Ada
Hickman, Lillian	Adair	Ada
Higgins, Margaret	Adair	Adair
Hilbert, Elvesa	Lewis	Adair
Hiler, Mabel	Lincoln	ILLINOIS
Hilgert, J. V. R.	St. Louis	Macon
Hill, A. S.	Sullivan	Josephine
Hill, Mrs. A. S.	Sullivan	Adair
Hill, Charlotte	Sullivan	Schuyler
Hill, Glenn E.	Putnam	Adair
Hill, Margaret.	Clark	Noel
Hill, Marion	Schuyl	Lucile
Hill, Octa	Putnam	Monroe
Hilton, Ida May	Howard	Belva
Hilton, Jessie.	Howard	Jo Walker
Hines, Grace	Chariton	Grundy
Hininger, Blanche	Harrison	Humphrey
Hobson, Elsie John	Audrain	Truman
Hodges, Jessie	Platte	Scotland
Hoefel, Katherine	St. Louis	Humphreys, Truman
Hoerrmann, Bessie	Sullivan	Humphrey
Hoerrmann, Minnie	Sullivan	Shirley
Hoff, Henry	Franklin	C. M.
Hoffman, Susie	Macon	Husted
Hogan, R. M.	Audrain	E. H.
Holmes, Hazel	Macon	J. M.
Hombs, Walter	Schuyl	Husted
Hook, Ethel	Randolph	Rita
Hooker, Orvel	Linn	Hutchinson
Hopkins, F. Clay	Ralls	Mae
		Irons
		Lona
		Jackson
		Courtney
		James
		Roy
		Miriam R.
		Nannie
		Anna
		Goldie
		Opal
		Robert S.
		Wm.

Jamison, Lois	Sullivan	Kimbley, Maude	Knox
Jarman, Fay Elizabeth	Putnam	Kineaid, Clarabel	IOWA
Jenkins, Bay	Adair	Kineaid, Lucille	Grundy
Jenkins, Chas. E.	Carroll	King, Atha	Chariton
Jenkins, Dora	Mercer	King, Eula	Lincoln
Jenkins, Rena	Monroe	King, Relda	Boone
Johns, Ora	Adair	Kipper, Ruth	Shelby
Johnson, Agnes	Monroe	Kirk, Ethel	Adair
Johnson, George	Macon	Kirk, Mary E.	Adair
Johnson, Glenn	Adair	Kirk, Pauline	Adair
Johnson, Marie	Livingston	Kirk, Victor	Adair
Johnson, Ola	Macon	Kisling, Hazel	IOWA
Johnson, Oliver	Putnam	Koenemann, Helene G.	St. Louis
Johnson, Verda	Adair	Kopfer, J. E.	Putnam
Johnston, Cleve	Scotland	Kraft, Mabel Rose	Linn
Johnston, Grace	Iowa	Kramer, Margaret	Pike
Johnston, Rose	Marion	Kraus, Joe M.	Scotland
Johnston, Ruby	Macon	Kretzmeier, Herbert W.	Adair
Jolly, B. H.	Daviess	Kretzmeier-Ehrsam, Maude	OREGON
Jones, Alice J.	Adair	Kropf, Eldina	Schuylerville
Jones, Alma	Putnam	Laird, Sarah	Adair
Jones, Anna G.	Adair	Lake, Coralie	Audrain
Jones, Benj. C.	Adair	Lansdale, Monty	Schuylerville
Jones, Bernice	Adair	Lerrick, Addie	Shelby
Jones, Elsa	Scotland	Lerrick, John	Shelby
Jones, F. C.	Scotland	Lerrick, Lottie	Shelby
Jones, Frances	Scotland	La Rue, Kathryn	Lincoln
Jones, Grace M.	Sullivan	La Rue, Laura	Lincoln
Jones, Hazell	Adair	Latimer, Oliver	Lewis
Jones, Jessie	Adair	Lawrence, Mazie	Scotland
Jones, Josie	Lewis	Laytham, J. D.	Monroe
Jones, Lina	Harrison	Laytham, Vena	Monroe
Jones, Lynne E.	Adair	Lee, Annah	Randolph
Jones, Myrtle	Adair	Leedom, May	Randolph
Jones, Nellie	Monroe	Lehew, Mabel	Clark
Jones, Nettie	Callaway	Lehr, Ralph	Adair
Jones, Pauline	Scotland	Lehr, Roma	Sullivan
Jones, Rosalie	Randolph	Lemasters, Grace	Audrain
Jones, Vera	Adair	Lemen, Stella Lee	Putnam
Jordan, Nondas	Shelby	Lester, Sergia C.	Carroll
Kaser, Pearl	Adair	Lewellen, Harvey	Adair
Kaye, Matie E.	Chariton	Lewis, Julia	Lewis
Keithley, T. L.	Macon	Lewis, Lucille	Knox
Kelly, Marguerite	Monroe	Lewis, Lucy	Audrain
Kelso, Leslie E.	Macon	Lewis, V. C.	Lewis
Kerfoot, T. W.	Lewis	Lillard, Grace	Lewis
Kerr, James R.	Platte	Lillard, Joe	Lewis
Kesterson, Leo	Mercer	Lind, Troy	Adair
Ketcham, Sadie	Macon	Lindsey, Lenore	Adair
Kiddoo, Lola	Macon	Linhart, Walter	Linn
Kiesel, Edna	KANSAS	Linton, F. W.	Callaway
Killough, Gladys	ILLINOIS	Lipp, Erma	Monroe

Lipp, Frances	Monroe	Lewis
Lipp, Lee	Putnam	Adair
Lisenby, Rose L.	Linn	Adair
Little, E. Margaret	Schuyler	Adair
Little, Olah B.	Schuyler	Knox
Little, Sara E.	Schuyler	Adair
Littrell, Vivian	Randolph	Clinton
Lloyd, Cornelia	Adair	Mercer
Lloyd, Kathleen	Adair	Montgomery
Lloyd, Margaret	Adair	Macon
Lloyd, Mildred	Adair	Adair
Locklin, Marie	Adair	Livingston
Long, Essie	Macon	Callaway
Long, M. V.	Boone	INDIANA
Long, Myrtle	Knox	OREGON
Loren, Mabel	Boone	Montgomery
Losey, Josephine	Putnam	Putnam
Loughead, George	Putnam	Chariton
Lowe, William	Adair	Lawrence
Lowen, Harry M.	Grundy	Shelby
Lowry, Etta	Merceer	Livingston
Lowry, Fae	Putnam	Livingston
Lowry, Floy	Putnam	Sullivan
Luck, Hugh A.	Scotland	Sullivan
Luttrell, Fred M.	Monroe	Harrison
Lyberger, L. M.	Schuyler	COLORADO
Lyda, E. R.	Adair	Knox
Lyle, Gerard	TEXAS	Adair
Lyle, Grace	TEXAS	Lewis
Lyon, Enolia	Boone	Adair
Lyon, Hattie	Adair	Macon
Lyon, Lela	Adair	Mercer
Mabry, Anna	Montgomery	Sullivan
MacDougall, Hubert	Adair	Carroll
Mackey, Lydia	Lewis	Macon
Madsen, Lanius	Knox	Monroe
Madsen, Nellie	Knox	Linn
Magee, Darwin	Putnam	Scotland
Magee, Edwin	Putnam	Daviss
Magee, Grover	Iowa	Knox
Magruder, Lloyd B.	Lincoln	Putnam
Magruder, Wm. Leslie	Lincoln	Audrain
Mahaffey, Matilda	OKLAHOMA	Sullivan
Mahaffy, Marie	Adair	Adair
Main, Bertha	Macon	Linn
Main, Gladys	Adair	Sullivan
Main, Neal	Adair	Linn
Mairs, Nora Belle	Adair	Lewis
Maize, Edna	Schuyler	Adair
Maltby, Beulah M.	Adair	Adair
Mang, Raymond	Grundy	Adair
Mang, Rudolph	Grundy	Merceer

McKenzie, Carl T.	Knox	Moore, Lillian	Scotland
McKinney, Osa	Randolph	Moore, Mary E.	Monroe
McMahon, Anastasia	Knox	Moore, Willis	Linn
McMurry, Maurine	Scotland	Moorhead, Martha	Boone
McNary, Stella	Linn	Moots, Arthur	Adair
McNealey, M. Edna	Sullivan	Moots, Chessna	Adair
McPike, Arthur	Marion	Moots, Lottie	Adair
McReynolds, Fannie	Macon	Moots, Stanley	Adair
McReynolds, Ora	Knox	Morelock, Tempa J.	Sullivan
McWilliams, Stella L.	Clark	Morgan, Barton S.	Daviess
Meade, Catherine N.	VIRGINIA	Morgan, Bert E.	Daviess
Medlin, Rania	Adair	Morgan, Sadie	Iowa
Melvin, Bruce L.	Schuylerville	Morrison, K. Fay	Sullivan
Meng, Peyton	Callaway	Morrow, Manda	Putnam
Mercer, Ruby	Carroll	Motter, Eva	Adair
Meriwether, E. Leajayne	Pike	Motter, Paul Wm.	Adair
Mesmer, Ora	Knox	Moxley, Fannie	Shelby
Meyer, Bertha	Monroe	Mudd, Cecelia	Lincoln
Michael, Nella	Mercer	Mudd, Gertrude	Lincoln
Mikel, Casper	Schuylerville	Mudd, Leona	Lincoln
Mikel, Cordelia	Macon	Muns, Alma	Montgomery
Mikel, Eliza	Macon	Murdock, Geo. W.	Adair
Millay, Dewey	Sullivan	Murdock, Mrs. John R.	Adair
Millay, Gladys R.	Sullivan	Murdock, Mary B.	Adair
Millay, Harold	Sullivan	Murfin, Lora	Schuylerville
Miller, Ada	Linn	Murphy, Bertha	Clark
Miller, Alma	Sullivan	Murphy, Nellie	Clark
Miller, Billie	ILLINOIS	Myers, Chas	Mercer
Miller, Evalena	Adair	Myers, Leo Dell	Callaway
Miller, Garnett	Sullivan	Myers, Nelle	Scotland
Miller, Gladys M.	Knox	Myres, Mrs. Chas.	Mercer
Miller, Jenne	Sullivan	Nalley, Nettie	Putnam
Miller, Karl	Adair	Nance, Eva	Daviess
Miller, Mabel M.	Platte	Neale, D. E.	Audrain
Miller, Mary	Linn	Neet, Grace E.	Sullivan
Miller, Nora	Merce	Neete, Claudia	Adair
Miller, Rose	Knox	Neff, John W.	Macon
Mills, Cordia	Lewis	Neff, Mabel	Macon
Mills, Horace A.	Adair	Neff, Roy T.	Shelby
Mills, John C., Jr.	Adair	Neff, Tony O.	Macon
Milner, Beulah	Grundy	Neighbors, C. H.	Sullivan
Minks, Mabel	Iowa	Nelson, Albert	Harrison
Minshall, Eva	Mercer	Nelson, Francis	Marion
Minshall, Mary	Mercer	Nelson, Harriet	Clark
Mitchell, Ocie	Harris	Nelson, Roy R.	Harrison
Mitchell, P. A.	Macon	Nelson, Vivian M.	Lewis
Mitzimberg, Ethel	Iowa	Netherton, Irmadell	Daviess
Mitzimberg, Lelia	Iowa	Netherton, Julia	Daviess
Monahan, Cora	Linn	Netherton, Pearle	Daviess
Montgomery, Edna	Adair	Neville, James	Adair
Montgomery, Maude	Adair	Newberg, Maude	Sullivan
Montgomery, Una	Adair	Newlin, Alice	Macon

Newlin, Willa	Mercer	Parkin, Belle	Adair
Newmyer, Berdie	Macon	Patrick, Fred E.	Putnam
Newmyer, Ethel C.	Macon	Patrick, Mrs. Fred E.	Putnam
Newmyer, Lena	Macon	Patrick, L.	Scotland
Newton, Kenneth	Macon	Patterson, Ida May	Adair
Newton, Lola	Macon	Patton, Jene B.	Ray
Newton, Mitylene	Adair	Paxton, Iva	Macon
Nichols, Helen M.	Clark	Payton, Amy	Adair
Nichols, Lucile	Callaway	Pearson, Anna	Chariton
Nichols, T. G.	Chariton	Peltz, M. E.	Greene
Nicholson, H. J.	NEBRASKA	Pence, W. G.	Adair
Nicholson, Wm. H.	NEBRASKA	Pennick, Effie	Linn
Nicoson, Mary Belle	Schuylerville	Perley, Deane	Randolph
Noblitt, Ruth	Adair	Perley, Inez	Randolph
Noe, Lavinia	Adair	Perry, Edith	Schuylerville
Noe, Mary H.	Adair	Perry, Eula	Clark
Nolen, Mary	Monroe	Perry, Mary E.	Shelby
Norfolk, Allethea B.	Macon	Petree, Leo H.	Adair
Normile, F. L.	Knox	Petree, Noel H.	Adair
Norris, Jewell	Adair	Pettit, Esther	Knox
Norton, Nancy L.	Scotland	Pettit, Leah K.	Knox
Norwood, Mabel	Harrison	Pettit, Lena W.	Merceer
Novinger, Clifford	Adair	Petty, Rubey	Macon
Novinger, Erma	Adair	Pfeiffer, Harry S.	Sullivan
Nowels, Belle	Sullivan	Pfeiffer, Helen	Sullivan
Nowels, Julia	Sullivan	Phelps, Stella	Livingston
O'Brien, Elizabeth	Audrain	Phelps, Tulseye	Chariton
Odell, Arthur	Scotland	Phillips, Lefa Ray	Linn
Oliver, Geo. H.	Pike	Phillips, Marvin	Howard
Olson, Clara	Linn	Phipps, Nellie	Macon
O'Rourk, Catharine	Knox	Pierce, Amos	Sullivan
Orr, Hattie M.	Montgomery	Pierce, J. G.	Franklin
Otterson, Joseph O.	Adair	Pierce, Neilson	Adair
Otterson, Margaret	Adair	Pierce, Stella	Audrain
Owen, Fleeta	Merceer	Pierson, Clara	Harrison
Owen, Harry	Sullivan	Pigg, Grace F.	Sullivan
Owen, Harry M.	Clark	Pitts, Harva	Howard
Owen, Jesse	Merceer	Platz, Norma	Macon
Owen, Orvell E.	Merceer	Pleyer, Stella	Chariton
Owen, Ralph	Merceer	Polson, G. C.	Adair
Owens, Lena	Merceer	Polson, Herman B.	Adair
Owens, Winnie	Schuylerville	Polson, Reba	Adair
Packer, Anna E.	Linn	Pooley, Ruth	Callaway
Padgett, Gertrude	Knox	Poor, Earl Y.	Adair
Padgett, Naomi	Knox	Porter, Beulah	Adair
Page, Cora	Sullivan	Porter, Chloe	Putnam
Page, Flora	Sullivan	Porter, Edith	Linn
Page, J. Frank	Pike	Porter, Ruth	Callaway
Paramore, Chas	Grundy	Post, Ava	Adair
Parker, Gladys	Davies	Post, Delle	Adair
Parker, Marie	Marion	Post, Elsie M.	Adair
Parker, Vivian	ARKANSAS	Potter, Alice	Putnam

Potter, Myrtle	Adair	Riley, Ruth	Adair
Powell, Bess Gertrude	Adair	Rivers, Lena	Adair
Powell, Ethel	Boone	Rixey, Mary Ellen	Platte
Powell, Katherine	Adair	Robbins, Birdie	Linn
Powell, Lenore	Harrison	Roberts, Mary	Schuyler
Powell, Pauline	Audrain	Roberts, Nellie	Macon
Powell, R. W.	Knox	Roberts, Reuel	Adair
Prather, Clara	Harrison	Robertson, E. Ruby	Pike
Pritchett, S. C.	Pike	Robinson, Esther	Macon
Propst, Cecil M.	Adair	Robinson, Isabelle	Macon
Propst, R. Pearl	Adair	Rogers, Earl	Adair
Prosser, A. Lee	Knox	Rogers, Edith	Adair
Prosser, George A.	Knox	Rogers, Emmet	Adair
Prough, Fred	Adair	Rogers, Floyd B.	Adair
Pulliam, Bane	Adair	Rogers, Harry	Adair
Pulliam, Nelson	Lewis	Rogers, Jas. Buford	Shelby
Purdin, Cecil	Linn	Rolston, Edna M.	Schuyler
Quinn, Carmelita	Adair	Romjue, Pearl	Macon
Rafter, Mary E.	Macon	Rose, Marshall	Putnam
Rainwater, Ray M.	Adair	Roseberry, Bertha E.	Adair
Rampy, Maude	Marion	Roseberry, Ethel M.	Adair
Ramsay, Calvin H.	Montgomery	Rowland, Hannah	Randolph
Ramsey, Grover	Linn	Rowland, Phoebe	Randolph
Ramsey, Jessie	Linn	Ruggles, Ed	Schuyler
Ramsey, May	Linn	Ryan, Cashie	Montgomery
Raney, Minnie	Putnam	Ryle, Frances	Randolph
Rank, Agnes	Mercer	Ryle, Texie	Randolph
Rankin, Daisy	Linn	Sailor, Nellie V.	Montgomery
Ratliff, Harriet	Macon	Salisbury, E. H.	Adair
Ray, Bessie	Lewis	Salisbury, Lela	Knox
Ray, Champ C.	Montgomery	Sallee, Emmett	Harrison
Ray, Ola D.	Montgomery	Sampson, Eva	Callaway
Reber, L. Benj.	Marion	Sampson, Jennie	Macon
Reckard, Louise	Scotland	Samuel, Eldorado	Sullivan
Reed, A. G.	Putnam	Sanders, Delilah	Callaway
Reed, Ethel	Monroe	Sanders, Leila	Scotland
Reese, Harold	Lewis	Sanders, Ruth E.	Monroe
Reese, W. A. (Deceased)	Lewis	Sanford, Clara	Knox
Reeves, W. T.	Howard	Sangster, Alta M.	NEW MEXICO
Reger, Harold	Sullivan	Sawyer, N. V.	Grundy
Reid, Laura	Grundy	Scharff, Vergielee	INDIANA
Revercomb, O. F.	Shelby	Schiefelbusch, T. L.	Harrison
Revercomb, Mrs. O. F.	Shelby	Schnelle, Emma	Sullivan
Reynier, Floyd	Adair	Scholl, Grace	Callaway
Reynolds, L. F.	Adair	Schreen, Quincy	Callaway
Rhoads, Elvis	Pike	Schreiber, A. G.	Franklin
Rice, Catherine	Adair	Scoggin, Ross A.	Lewis
Rice, Frances	Adair	Scott, Charles A.	Sullivan
Richards, Ella M.	Daviess	Scott, Chloe H.	Adair
Richards, Minette	ILLINOIS	Scott, Effie	Putnam
Richardson, Minnie	Harrison	Scott, Fannie	Daviess
Richardson, Vera	Harrison	Scott, Lawrence	Sullivan

Scurlock, Mollie	Schuyler	Singley, Lena	Sullivan
Seaber, Ivy	Cole	Sinnott, May	Knox
Seaman, Jennie	Adair	Sipple, L. B.	Adair
Sears, Clara	Adair	Sires, Frances	Howard
Sebring, Georgia	Linn	Sires, Jewel	Howard
Sebring, Luella	Linn	Skipper, Ida	Putnam
Seitz, E. B.	Sullivan	Slacks, L. Percy	Adair
Selby, June	Adair	Slaughter, Ruth	Linn
Selby, Lois	Adair	Slavens, Lena	Montgomery
Self, Ophie	Macon	Slavens, Leon E.	Montgomery
Sellers, James M.	Clark	Sloan, Audrey	Adair
Sever, Eller	Macon	Slocum, Roy M.	Knox
Sever, Ora	Macon	Sloop, Fred L.	Schuyler
Seyb, Hilda	Clark	Sloop, Mrs. Fred L.	Schuyler
Shacklett, Lee	Adair	Sloop, Ruth E.	Schuyler
Shanks, Leslie	Schuyler	Smart, Althea	Callaway
Sharer, G. J.	Knox	Smelser, Alta Lee	Adair
Sharer, Jessie E.	Knox	Smith, Alice	Clark
Sharp, Ella	Monroe	Smith, Arthur C.	Macon
Shatto, Mabel	Sullivan	Smith, Bess	Holt
Shaw, Ercel	Putnam	Smith, Bessie	Scotland
Shaw, Everett	Iowa	Smith, Clarence A.	Adair
Shaw, Florence	Iowa	Smith, Clarence A.	Putnam
Shaw, Maude	Iowa	Smith, Elbert W.	Shelby
Shaw, M. Hazel	Sullivan	Smith, Fannye	Adair
Shaw, Minnie M.	Sullivan	Smith, Gertrude	Shelby
Shaw, Stanley	Iowa	Smith, Goldie	Adair
Shearer, Mary	Randolph	Smith, Grace	Boone
Sheehan, Agnes	Iowa	Smith, Lee C.	Clark
Sheets, Vest	Lincoln	Smith, Martha	Montgomery
Sheffer, Marie E.	Clark	Smith, Mary	Adair
Shepherd, Mabel	Schuyler	Smith, Mary	Marion
Shibley, Harry	Putnam	Smith, Mont	Daviess
Shibley, Ralph	Sullivan	Smith, Neva Sue	Lewis
Shirley, Mabel	Schuyler	Smith, Notley C.	Adair
Shirley, Stella E.	Adair	Smith, Vea	Audrain
Shockey, Jennie	Adair	Smith, Verna	Putnam
Shockey, Lelah	Adair	Snyder, Pearle	Adair
Shoop, Golda	Adair	Snyder, W. Howard	Adair
Shoop, W. W.	Sullivan	Sparks, Ada	Knox
Shults, Ruby	Lewis	Sparks, Press L.	Putnam
Shultz, Stella	Putnam	Sparks, Rollie	Putnam
Shulze, G. Frank	Adair	Sparks, Sam F.	Knox
Shumaker, Daniel	Macon	Sparling, Enoch A.	Livingston
Shumaker, Ina	Macon	Spelman, Clarence E.	Randolph
Sidebottom, Lissa May	Linn	Spencer, Nellie M.	Adair
Sidwell, Elva	Schuyler	Spratt, Bonnie	Marion
Simpson, Effie	Audrain	Squires, D. A.	Boone
Simpson, Ina	Audrain	Stamper, Mattie	Adair
Simpson, Madaline B.	Clark	Standley, Hortense	Carroll
Sims, E. H.	Boone	Stanley, Mark M.	Iowa
Sims, Grover W.	Boone	Stautermann, Georgia G.	Randolph

Stautermann, Pauline.....	Randolph	
Staver, Helen.....	INDIANA	
St. Clair, Alta.....	Sullivan	
St. Clair, Avis Woodward .....	Harrison	
St. Clair, Ernest.....	Clark	
St. Clair, Famie .....	Clark	
St. Clair, Lawrence.....	Clark	
St. Clair, Robt.....	St. Louis	
Stephens, Blanche.....	Randolph	
Stephens, C. E.....	Monroe	
Stephenson, Anna L.....	Adair	
Stephenson, Laura .....	Linn	
Stevenson, Bernice .....	Harrison	
Stevenson, Nora.....	Sullivan	
Stevenson, R. A.....	Linn	
Stone, Bennie.....	Monroe	
Stone, Efa.....	Audrain	
Stone, Eva.....	Audrain	
Stone, Geraldine.....	Adair	
Stone, Kathleen.....	Monroe	
Stoner, Lena.....	Harrison	
Storer, Lura.....	Linn	
Stout, Barrett.....	Putnam	
Stout, Clifton O.....	Adair	
Stout, Eva.....	Macon	
Stout, Lillie.....	Adair	
Street, Hermia.....	Linn	
Stuart, L. C.....	Montgomery	
Stuck, Eva H.....	Adair	
Stukey, Henry .....	Adair	
Stutler, Olive.....	Sullivan	
Stutler, William P.....	Sullivan	
Stuver, Thomas P.....	Linn	
Suffern, Marjorie .....	Adair	
Suffern, Mary E.....	Adair	
Sullivan, Josie Belle .....	Lewis	
Sumpter, L. R.....	Randolph	
Swackhamer, Anna .....	Randolph	
Swackhamer, Vinnie .....	Randolph	
Swanson, H. G.....	Schuylar	
Swanson, Mrs. H. G.....	Schuylar	
Swanson, Wallace D.....	Schuylar	
Swartz, Mrs. Anna .....	Knox	
Swinney, Cesco.....	Mercer	
Sykes, Coral G.....	CALIFORNIA	
Syler, Bulah.....	Audrain	
Syler, Laura .....	Audrain	
Talbott, Della.....	Audrain	
Tallman, Maurine .....	Adair	
Tate, Mae .....	Adair	
Tate, Mamie .....	Boone	
Tate, Mattie .....	Boone	
Tatum, Ruth.....	Howard	
Taylor, Melba H.....	COLORADO	
Tegeler, Margaret .....	Jackson	
Terrill, Evelyn.....	Howard	
Terrill, Jennie .....	Howard	
Terry, Leanna .....	Sullivan	
Terry, Ona M.....	Daviess	
Thiemann, Anna B.....	Randolph	
Thomas, Callie .....	Callaway	
Thomas, Letha .....	Adair	
Thomas, Maggie .....	Randolph	
Thomas, Oakley .....	ARKANSAS	
Thomas, Sarah .....	Callaway	
Thomas, Vera .....	Adair	
Thompson, Cecile L.....	Pike	
Thompson, Cynthia .....	Lewis	
Thompson, Floyd Allen .....	Livingston	
Thompson, Maybelle .....	Clark	
Thompson, Orion (Deceased) .....	Adair	
Thompson, Sam E.....	Adair	
Thompson, Sterling .....	Lewis	
Thoroughman, Harvey T.....	Knox	
Thorrington, Susie .....	Scotland	
Thrasher, Wayne .....	Sullivan	
Threlkeld, Maude .....	Adair	
Throckmorton, Katie Sue .....	Lewis	
Thurman, Mae .....	Howard	
Timbrook, Emma Lee .....	Monroe	
Titecomb, Velma .....	DeKalb	
Todd, Claud .....	Pike	
Todd, Myrtle .....	Callaway	
Toice, J. J.....	Lewis	
Tomlin, Frank E.....	Linn	
Toombs, Nora .....	Randolph	
Toombs, Ora .....	Randolph	
Towne, Ruth L.....	Adair	
Townsend, Nellie .....	Adair	
Townsend, Opal .....	St. Louis	
Trainum, W. H.....	Adair	
Travis, Paul .....	Harrison	
Treasure, Edna M.....	Adair	
Treasure, J. F.....	Adair	
Trimble, Foy .....	Livingston	
Trippeler, Minnie .....	Linn	
Trower, J. E.....	Lincoln	
Trower, Roy .....	Lincoln	
Trumbo, Pauline .....	Linn	
Trunnell, Pansy M.....	Adair	
Tuggle, Nellie .....	Shelby	
Tucker, Bessie .....	Audrain	
Tucker, Pearl .....	Audrain	
Tudor, Mary .....	Livingston	

Turner, Bessie M.	Lewis	Adair
Turner, E. M.	Macon	Adair
Turner, Gertrude	Chariton	Adair
Turner, Hazel	Adair	Adair
Turner, Henrietta	Clark	Adair
Turner, Leland	Harrison	St. Louis
Turner, Ruth	Macon	Sullivan
Turnmire, H. U. G.	Putnam	Lincoln
Tuttle, Goldie	Adair	Livingston
Tuttle, Zella	Merceer	Sullivan
Tydings, W. E.	Adair	Sullivan
Tyer, Isa	Carroll	Sullivan
Tyler, L. V.	St. Charles	Daviess
Uhe, Elizabeth	Knox	Holt
Underwood, Emma	Callaway	Boone
Underwood, Maude	Harrison	Putnam
Upson, Grace	Lincoln	Chariton
Utterback, Lizzie	Ralls	Putnam
Vail, Frances	Adair	Putnam
Vail, Hugh	Adair	Putnam
Vancourt, Letha	Boone	Putnam
Van Horne, Frank W.	Callaway	Putnam
Van Pelt, Lucille	Randolph	Putnam
Van Tiger, Cora E.	Linn	Chariton
Vanvaeter, Ora	Merceer	Daviess
Vaughn, Alice	Monroe	Adair
Vaughn, Alma	Monroe	Adair
Vaughn, Georgia	Monroe	Adair
Vaughn, Mabel	Monroe	Adair
Vaughn, M. B.	Montgomery	Adair
Vaughn, Nettie	Lincoln	Adair
Vaughn, Pearl	Lincoln	Adair
Venable, J. H.	Ralls	Adair
Vesper, Vera C.	Lewis	Adair
Vestal, Rosie	Adair	Adair
Vincent, Ellen E.	Livingston	Adair
Vincent, J. L.	Livingston	Adair
Vittletoe, Emmaline	Adair	Adair
Vogel, Gertrude	Daviess	Adair
Vogel, Viola	Daviess	Adair
Voss, H. D.	Clark	Adair
Wade, Bethel	Adair	Adair
Wade, Mabel	Adair	Adair
Wade, Orville C.	Adair	Adair
Walker, E. E.	Adair	Adair
Walker, Grace	Monroe	Adair
Wallace, Kate	Adair	Adair
Waller, Alice	Monroe	Adair
Walters, Maude	Sullivan	Adair
Walters, Russell	Marion	Adair
Walters, Sadie M.	Knox	Adair
Walther, L. Vivien	Chariton	Grundy
Ward, Frank	Adair	Adair
Ward, Mildred	Adair	Adair
Warner, Mrs. A. B.	Adair	Adair
Warren, Clair F.	Adair	Adair
Waters, Lillian	St. Louis	Adair
Wattenbarger, Marion	Sullivan	Adair
Watts, Nell	Lincoln	Adair
Way, Ruth	Livingston	Adair
Webb, Alma	Sullivan	Adair
Webb, Howard A.	Sullivan	Adair
Webb, James J.	Sullivan	Adair
Webb, Nelle I.	Sullivan	Adair
Webber, Lola Muril	Macon	Adair
Wehrli, Mabel	Holt	Adair
Welch, Nellie	Boone	Adair
Weldon, Matie	Daviess	Adair
Wells, Beulah	Putnam	Adair
Wells, Clara	Putnam	Adair
Wells, Mae	Putnam	Adair
Wells, Nathan E.	Putnam	Adair
Wells, Nelle	Putnam	Adair
Wells, R. A.	Ralls	Adair
Wells, Ruby	Putnam	Adair
Wells, Stella	Chariton	Adair
Wells, Zelma	Adair	Adair
Welsh, Ella	Chariton	Adair
Western, Byron E.	Linn	Adair
Westfall, Geo.	Ralls	Adair
Weyand, Elmer J.	Scotland	Adair
Whaley, Lillian	Linn	Adair
Wheatcraft, Juna	Linn	Adair
Whisenand, Fleeta	Linn	Adair
Whitacre, Margaret M.	Adair	Adair
Whitaker, Rachel G.	Shelby	Adair
White, Clare E.	Linn	Adair
White, Edna	Randolph	Adair
White, Evan D.	Schuylerville	Adair
White, Florence	Adair	Adair
White, F. Myrtle	Boone	Adair
White, Katherine	Montgomery	Adair
White, Lola	Pike	Adair
White, Mary	Montgomery	Adair
White, Oleva	Randolph	Adair
White, Tessie	Randolph	Adair
Whitelock, Hazel D.	Adair	Adair
Whitelock, Jewell	Adair	Adair
Whitesides, Sue	Monroe	Adair
Whitledge, Chas. B.	Audrain	Adair
Whittemore, Mary	TEXAS	Adair
Wickizer, Doris	Linn	Adair
Wilcox, Julia	Macon	Adair
Wild, Opal	Grundy	Adair

Wilder, Lelia	Scotland	Ralls
Wiley, Carrie E.	Adair	Schuyler
Willett, Jeanne	Gentry	Adair
Williams, Floy	Montgomery	Scotland
Williams, J. C.	Grundy	Harrison
Williams, Lily Mae	Lincoln	Adair
Wilson, Alma	Putnam	Macon
Wilson, A. M.	Putnam	Adair
Wilson, Drury	Livingston	Adair
Wilson, Lula	Grundy	Ralls
Wilson, Mabel M.	Sullivan	Sullivan
Wilson, Mae	Adair	Sullivan
Wilson, Rosa	Sullivan	Davies
Wilson, Samuel E.	Monroe	Grundy
Wine, Ruth	Macon	Grundy
Winger, Harold	Adair	Yambert
Winget, Edna	Shelby	Vesta
Winkler, Linn	Adair	Yates
Winn, Rachael (Deceased)	Audrain	Grace
Winters, Ruth	Grundy	Clark
Wise, C. M.	Scotland	Mary E.
Wise, Lawson	Scotland	Schuyler
Wood, Pearl	Sullivan	Adair
Woods, Anna Lee	Monroe	Adair
Woodson, Flora	Monroe	Iowa
Woodward, Olive B.	Harrison	Yeager
Worland, Roy S.	Montgomery	Vance K.
Wright, Anna Laura	Adair	Young
		Ethel P.
		Young, Merle
		Yowell, Leta
		Zeigler, Myrtle B.

## A BRIEF OF FACULTY RECORDS AND STANDINGS.

Most of the institutions of our country keep exhibiting such lengthy lists of titles, degrees and alleged accomplishments of their Faculty members that it is deemed advisable in self-defense to make here in the back of this bulletin, for the perusal of those whom it may concern, a brief statement showing in some measure the type of men and women that constitute the working force of an ambitious, aggressiv, modern Normal School.

It is as follows:

### JOHN R. KIRK, LL. D. .... PRESIDENT AND SUPERVISOR OF PRACTICE SCHOOLS.

Graduate State Normal School, Kirksville, Mo., 1878; Principal Public Schools Moulton, Ia., four years; Superintendent Public Schools Bethany, Mo., eight years; School Commissioner Harrison County, Mo., 1879-81; Admitted to the Bar 1884; Principal Ward School Kansas City, 1888-9; Teacher Mathematics and History, Central High School, Kansas City, 1889-92; Superintendent Public Schools Westport (K. C.), 1892-4; Student University Extension Course, University of Kansas, 1891-2; same, University of Missouri, 1891-3; Special Student Greek with R. A. Minckwitz, 1892-4; Conductor and Lecturer State and County summer schools and institutes, 1886-94; Director Peabody Summer School, Wesson, Mississippi, 1894; State Superintendent Public Schools of Missouri, 1895-9; Chairman Mo. Text Book Commission, 1897-9; President Missouri State Teachers' Association, 1897; State Director National Education Association, 1895-9; same, 1907-9; same, 1911-2; Awarded Medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; Author Reports Public Schools of Mo., 1895-9; Inspector of Schools for University of Missouri, 1899; Student Summer School University of Missouri, 1899; Itinerary European countries, summer 1902; Awarded medal Louisiana Purchase Exposition, St. Louis, 1904; Member of Council National Education Association, 1905—; President Department Normal Schools National Education Association, 1905-6; same, 1906-7; President North Central Council of Normal School Presidents, 1906-7; President, Library Department National Education Association, 1907-8; LL. D., Missouri Wesleyan College, 1907; LL. D., Park College, 1907; Designer Model Rural School House, 1896-1911; State Director Southern Educational Association, 1911—; Member Committee of Eleven on Rural Education, N. E. A., 1911—; Present position, 1899—.

### AMBROSE PORTER SETTLE, PH. B. .... DEAN OF FACULTY AND PROFESSOR OF ENGLISH.

Ph. B., McGee College, 1886; Assistant Principal Academy, Perry, Mo., 1886-9; Principal School, New London, Mo., 1889-90; School Commissioner, Ralls County, Mo., 1889-90; Superintendent Schools, Huntsville, Mo., 1890-2; Superintendent Schools, Louisiana, Mo., 1892-6; Professor of English, Normal School, Springfield, Mo., 1896-7; Superintendent Schools, Memphis, Mo., 1897-1900; Student, Summer School, Harvard University, 1902; Graduate Student on leave, Harvard University, 1906-7; Professor of English, State Normal School, 1900-11; Present position, 1911—.

GOLDY MITCHEL HAMILTON, A. B., A. M. . . . . ASSOCIATE PROFESSOR OF ENGLISH.

A. B., University of Missouri, 1903; A. M., University of Missouri, 1904; Student Assistant in English, University of Missouri, 1902-4; Scholarship in English, University of Missouri, 1903-4; Teacher of English and Latin, High School, Excelsior Springs, Mo., 1904-7; Principal High School, Dwight, Ill., 1907-8; Teacher of English, High School, Carthage, Mo., 1908-9; Teacher of English West Plains, Mo., 1909-11; Present position, 1911—.

WARREN JONES, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.

Graduate, Illinois State Normal University, Normal, Ill., 1893; Principal of Schools in towns of Central Illinois, 1893-1900; A. B., University of Illinois, 1902; Head of Department of English, West Side High School, Aurora, Ill., 1902-5; Superintendent of Schools, Elburn, Ill., 1905-8; Principal of Glidden Practice School and Critic Teacher for Eighth Grade, State Normal School, De Kalb, Ill., 1908-11; Assistant in History and Civics, summer sessions of State Normal School, De Kalb, Ill., 1908; Graduate Student, in absentia, University of Illinois, 1910-1; Present position, 1911—.

ADDISON LEROY PHILLIPS, B. PD., A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.

Principal, High School, Bronson, Michigan, 1897-9; Pd. B., Michigan State Normal College, 1901; Sup't. Schools, Bronson, Michigan, 1901-4; A. B., University of Michigan, 1905; Instructor in English, Racine, Wisconsin, High School, 1905-8; Graduate study, University of Chicago, 1908-9; Instructor in English, Indiana State Normal School, spring 1909; Instructor in English, University of Missouri, 1909-12; Present position, 1912—.

CHARLES RICHARDS EDWARDS, PD. B., B. S. . . . . ASSOCIATE PROFESSOR OF ENGLISH.

Graduate, State Normal School, Warrensburg, Mo., 1902; Superintendent, Public Schools, Raymore, Mo., 1902-3; Principal, Ward School, St. Charles, Mo., 1903-5; Student, University of Missouri, 1905-7; Principal, High School, Perry, Oklahoma, 1907-10; Principal, High School, Bartlesville, Oklahoma, 1910-12; Present position, 1912—.

JACOB WILHELM HEYD, PD. B., A. B., PH. M. . . . . PROFESSOR OF GERMAN.

Graduate, State Normal School, 1900; Student, University of Missouri, 1900-3; A. B., University of Missouri, 1903; Principal, Dadeville Academy, 1903-4; Student, University of Chicago, 1904-5; Ph. M., University of Chicago, 1905; Present position, 1905—.

KATHERINE DRESCHER. . . . . TEACHING SCHOLAR IN GERMAN.

ELSIE NAGEL. . . . . TEACHING SCHOLAR IN GERMAN.

BENAJAH PITTS GENTRY, A. B. . . . . PROFESSOR OF LATIN.

Student, Mount Pleasant College, 1875-8; Student, University of Missouri, 1878-80; Teacher in Hardin College, 1880-2; Student, University of Missouri Summer School, 1900, 1901; Student, University of Chicago Summer School, 1902; A. B., University of Missouri, 1902; Present position, 1882—.

TALITHA JENNIE GREEN, Pd. B., A. B., A. M.....ASSOCIATE PROFESSOR OF LATIN.

Graduate, State Normal School, Kirksville, 1891; Principal, High School, Excelsior Springs, Mo., 1895-8; A. B., University of Missouri, 1901; Teacher, Greek and Sciences, Christian College, Columbia, Mo., 1901-3; A. M., University of Missouri, 1903; Absent on leave in University of Chicago, 1909-10-11; Present position, 1903—.

ELLIS MELVIN McGREW, B. S. A...PFOESSOR OF AGRICULTURE AND CHAIRMAN DIVISION OF FARM AND HOME ECONOMICS.

Student, Iowa State College 1907-12; Teacher and Lecturer in Agriculture, Clarkfield, Minnesota, (Winter Courses) 1911-12; B. S. A., Iowa State College, 1912; Present position, 1912—.

JAMES EDWARD ROUSE, Pd. B.....ASSOCIATE PROFESSOR OF AGRICULTURE.

Scholarship in Chemistry, K. S. N. S. 1909-10; Graduate, Three Years' Teachers College Course, State Normal School, Kirksville, Mo., 1910; Assistant in Agriculture, State Normal School, 1911-12; Student, University of Wisconsin, spring and summer, 1912; Graduate, Four Years' Teachers College Course, Normal School, Kirksville, 1912; Present position, 1912—.

M. E. PEITZ.....LABORATORY SCHOLAR IN AGRICULTURE.

WILLIS JOSEPH BRAY, Pd. B., B. S., A. B., A. M....PROFESSOR OF CHEMISTRY AND ASSOCIATE PROFESSOR OF AGRICULTURE.

Pd. B., State Normal School, Cape Girardeau, Missouri, 1904; Teacher, High School, Fredericktown, Missouri, 1904-6; Principal, Consolidated Schools, Hickman Mills, Missouri, 1907-8; Assistant Instructor in Chemistry, University of Missouri, 1908-10; A. B., B. S., in Education, University of Missouri, 1909; A. M., University of Missouri, 1910; Superintendent of Schools, West Plains, Missouri, 1910-11; Present position, 1911—.

MYRTIE CLARK VAN DEUSEN, B. S.....PROFESSOR OF HOME ECONOMICS.

Graduate, Pratt Institute, Brooklyn, N. Y., 1908; Teacher, Domestic Science, Oregon Agricultural College, 1908-11; B. S., Teachers College, Columbia University, N. Y., June, 1912; Present position, 1912—.

FLORA SNOWDEN, B. S.....ASSOCIATE PROFESSOR OF HOME ECONOMICS.

Graduate, Normal School, Dayton, Ohio, 1887; Teacher, Public Schools, Dayton, 1888-99; Teacher, Dayton Normal School, 1899-1911; B. S., Teachers College, Columbia University, N. Y., 1913. Present position 1913—.

JAMES STEPHEN STOKES, B. S., Pd. B., M. S., A. M...PROFESSOR OF PHYSICS AND PHYSICAL GEOGRAPHY.

B. S., Pd. B., University of Missouri, 1887; Instructor, St. James Military Academy, Macon, Mo., 1887-9; Superintendent, Public Schools, Columbia, Mo., 1889-93; M. S., University of Missouri, 1890; Graduate Student, University of Missouri, 1893-4; Graduate Student, Harvard University, 1894-6; Instructor in Night School, Cambridge, Mass., 1895-6; A. M., Harvard University, 1896; Teacher Physics and Mathematics in High School, St. Joseph, Mo., 1897-1905; Member American Physical Society, 1908—; Present position, 1905—.

**EUGENE MORROW VIOLETTE, A. B., A. M. .... PROFESSOR OF EUROPEAN HISTORY AND CHAIRMAN DIVISION OF HISTORY AND GOVERNMENT.**

A. B., Central College, 1898; Assistant in History, Central College, 1897-8; A. M., University of Chicago, 1899; Acting Assistant Professor of History, University of Missouri, 1899-1900; Austin Scholar in History, Harvard University 1902-3, 1906-7; Author, "History of First District Normal School," 1905; Author, "The History of Adair County." 1911; Present position, 1900—.

**EUGENE FAIR, PD. B., A. B., A. M. .... PROFESSOR OF AMERICAN HISTORY AND GOVERNMENT.**

Graduate, State Normal School, Kirksville, 1901; Teacher in Approved Summer Schools, 1902, 1903; A. B., University of Missouri, 1904; Teacher, Murphysboro Tp. High School, Murphysboro, Illinois, 1904-5; Author of textbook, "Introduction to the Study of Oriental History," 1907; Graduate Student, University of Missouri, on leave, 1908-9; A. M., University of Missouri, 1909; Professor of Ancient History, State Normal School, 1909-1912; Present position, 1912—.

**ANDREW OTTERSON, PH. B. .... PROFESSOR OF CIVICS AND HISTORY.**

Ph. B., Beloit College, 1896; Principal High School, Spring Valley, Wisconsin, 1898-1903; Teacher in High School, Madison, Wisconsin, 1903-7; Graduate Student, University of Wisconsin, 1903-7; Professor of Common School Branches, State Normal School, 1907-11; Present position, 1912—.

**JOSEPH LYMAN KINGSBURY, A. B. .... PROFESSOR OF ANCIENT HISTORY.**

A. B., Dartmouth College, 1905; Principal, Canaan (Vt.) High School, 1905-06; Teacher of History, North Manchester (Ind.) High School, 1906-07; Graduate Student, University of Chicago, 1906; Instructor in History, University of Colorado, 1907-11; Fellow in History, University of Chicago, 1911-12; Present position, 1912—.

**WILLIAM HENRY ZEIGEL, A. B., A. M. .... PROFESSOR OF MATHEMATICS.**

A. B., Missouri Valley College, 1900; Assistant in Mathematics, University of Missouri, 1903-4; A. M., University of Missouri, 1904; Principal, Dearborn Schools, 1904-7; Associate Professor of Mathematics, State Normal School 1907-12; Present position, 1912—.

**BYRON COSBY, A. B., B. S., A. M. .... ASSOCIATE PROFESSOR OF MATHEMATICS.**

A. B., University of Missouri, 1904; Instructor in Mathematics, Normal Academy, Columbia, Missouri, 1902-4; Instructor Science, High School, Mound City, Missouri, 1904-6; B. S., Teachers College, University of Missouri, 1906; Principal High School, Mound City, Missouri, 1906-8; Student, Summer Session, University of Missouri, 1906 and 1908; Teacher of Mathematics, Approved Summer Schools, Columbia, Missouri, 1903, 1906, and 1908; Superintendent Schools, Mound City, Missouri, 1908-10; A. M., University of Missouri, 1910; Chairman Mathematics Section Missouri Society of Teachers of Mathematics and Science, 1912; Present position, 1910—.

**GEORGE HAROLD JAMISON, PD., B. B. S. .... ASSOCIATE PROFESSOR OF MATHEMATICS.**

Pd., B. Normal School Kirksville, 1908; Teacher in High School, Centralia, Mo. 1908-10; Student University of Chicago, 1910-11; Teacher of Mathematics, Agricultural, and Mechanical College, Stillwater, Oklahoma, 1911-12; A. B., University of Chicago, 1912; Present position, 1912—.

ROBERT ERNEST WHITE, A. B., B. S., A. M. .... ASSOCIATE PROFESSOR OF MATHEMATICS.

A. B., University of Missouri, 1903; Teacher in rural schools, 1903-5; Principal High School, Pleasant Hill, Missouri, 1905-6; B. S., in Education University of Missouri, 1906; Instructor Science, High School, Mound City, Missouri, 1906-7; Teacher Science, Approved Summer School, 1908; Principal High School, Vandalia, Missouri, 1907-9; A. M., University of Missouri, 1910; Principal University High School, Columbia, Missouri, 1909-12; Student, summer session, University of Missouri, 1906, 1908, 1910, 1911, 1912; Teacher Mathematics, Summer Session, University of Missouri, 1912; Present position, 1912—.

MARK BURROWS, A. B. .... PROFESSOR OF COMMERCE.

Student and Graduate, Chautauqua, Institution 1886-90; Graduate, Stanberry Normal School, 1890; Post graduate, same in Commercial Course, 1892; Principal, Public Schools, Barnard, Mo., 1893-5; Superintendent, Public Schools, Ridgeway, Mo., 1895-1900; Superintendent, Public Schools, Albany, Mo., 1900-1; Superintendent Public Schools, Ridgeway, Mo., 1901-7; Student, Gregg School of Stenography, Chicago, Illinois, 1902; Instructor in Approved Summer Schools at Stanberry, Mo., 1904-7; Superintendent, Public Schools, Bethany, Mo., 1907-8; A. B. in Education, Normal School, Kirksville, 1912. Present position, 1908—.

VERA FINEGAN, Pd. B. .... ASSOCIATE IN COMMERCE.

Pd. B., Normal School, Kirksville, 1907; Student, Gregg School of Stenography, Chicago, Ill., Summer 1912; Present position, 1912—.

ALLEN DODGE TOWNE, Pd. M. .... PROFESSOR OF MANUAL ARTS

Graduate, State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate, Stout Manual Training School, Menomonie, Wisconsin, 1906; Pd. M., Normal School, Kirksville, Missouri, 1911; Present position, 1906—.

OPHELIA A. PARRISH, A. B. .... LIBRARIAN AND PROFESSOR OF LIBRARY ECONOMICS.

Graduate, Christian College, Columbia, Mo., 1869; Principal Schools, Pierce City, Mo., 1880-1; Student, Martha's Vineyard Summer School, 1882; Teacher English and French, High School, Springfield, Mo., 1882-90; same, 1892-3; Student, Berlitz School of Languages, Berlin, Summer, 1890; Student, Lecture Courses in Sorbonne and College of France, 1890-1; Assistant Superintendent Public Schools, Springfield, Mo., 1893-9; Student, Summer Terms, Cook County Normal School, 1894 and 1895; Student, Summer Terms, University of Chicago, 1901 and 1902; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student, Library School, Chautauqua, New York, Summers 1903 and 1904; A. B., Normal School Kirksville, 1912, Present position, 1903—.

LULA CRECELIUS. .... ASSISTANT IN LIBRARY ECONOMICS.

HELEN STEVENS. .... LIBRARY CATALOGER.

Graduate Library School, Syracuse University, Syracuse, N. Y., 1908; Assistant, New York Public Library, New York City, 1909-10; Library organizer for Library Bureau, New York City, summer of 1910; Assistant, St. Louis Public Library, St. Louis, Mo. 1910-12; Cataloger, State Normal School, 1912—.

META GILL, Pd. B. .... LIBRARY ASSISTANT.

Pd. B. in Teachers College Course, State Normal School, Kirksville, Missouri, 1911; Present position, 1911—.

- HELEN GRAY, Pd. B. . . . . STUDENT ASSISTANT IN LIBRARY.  
Pd. B. in Teachers College Course, State Normal School, 1911; Present position, 1911—.
- GEORGE E. McFADDEN, Pd. B. . . . . NIGHT ASSISTANT IN LIBRARY
- W. D. SWANSON. . . . . NIGHT ASSISTANT IN LIBRARY
- CLAYTON BYRON SIMMONS, A. B. . . . . PROFESSOR OF PHYSICAL EDUCATION FOR MEN.  
Physical Director, Oil City, Pennsylvania, Y. M. C. A., 1899; Assistant in Gymnasium, Colgate University, Hamilton, New York, 1902-4; Teacher Westerleigh Collegiate Institute, Staten Island, New York, 1904; A. B., Colgate University, Hamilton, New York, 1904; Director ,Physical Education and Athletics, High School, Ithaca, New York, 1904-6; Professor, Physical Education, Assistant Director of Athletics, State Teachers College, Cedar Falls, Iowa, 1906-10; Present position, 1910—.
- LEOTA LILLIAN DOCKERY, Pd. B., A. B. . . . . PROFESSOR OF PHYSICAL EDUCATION FOR WOMEN.  
Graduate, State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher, High School, California, Missouri, 1904-5; Teacher, High School, Kirksville, Missouri, 1905-6; Teacher, High School, Maryville, Missouri, 1907-8; Student on leave, University of Wisconsin, summer, 1911; Present position, 1909—.
- DAVID RIDGEWAY GEBHART, A. B. . . . . PROFESSOR OF MUSIC.  
Voice under M. Richardson, New Albany, Indiana, 1892-4; Voice, Harmony, etc., under Octavia Hensel (Court Singer of Austria), Karl Schmidt (Accepted Composer Royal Opera, Berlin), Louisville, Kentucky, 1895-6; Student, College of Music, Cincinnati, Ohio, 1897-8; Concert Tour under direction of Florence Hyde Jenks, Chicago, 1899; Supervisor of Music, New Albany, Indiana, 1900-05; Soloist with Philharmonic Orchestra, Louisville, Kentucky; Soloist St. Paul's Episcopal Church, Louisville, Kentucky; Director, New Albany Musical Club; Private School of Voice, 1900-5; Graduate, Summer School of Music, Chicago, 1900-2; Coached with Hans Seitz, Leipzig, Germany, summer, 1901; A. B. in Education, Normal School, Kirksville, 1912; Present position, 1905—.
- JOHN LAFON BIGGERSTAFF . . . . . ASSOCIATE PROFESSOR OF MUSIC.  
Graduate, Edina School of Music, 1898; Student, Chicago Musical College, Piano, with Hans Von Schiller and Mrs. Metz (Pupil of Moszkowski); Harmony, with Adolph Brune, Clarinet, with Eberhard Ulrici, 1901; Assistant, Piano Department, Edina School of Music, 1903; Student of Piano Tuning and Repairing, with Ernest R. Rosen (Head Tuner for Estey) also Director, Edina School of Music, 1904; Student, Chicago Musical College, Piano, with Hans Von Schiller; Theory, with H. B. Maryott, 1906; Director, Macon Military Band, 1908-9; Present position, 1910—.
- C. WIELAND. . . . . ASSOCIATE PROFESSOR OF MUSIC.  
Graduate Freienwalde School of Music, Germany, 1874. Student with Prof. A. Miller and Prof. C. Bird, Violin, Cornet (All Orchestra and Band Instruments) Berlin Germany, 1875-77. Instructor in U. S. Government Schools for Band and

Orchestra, 1877 to 1901. Teacher of Violin and Director of Orchestra in State School for Blind, Kansas City, Kansas, 1902-1910; Teacher String and Wind instruments, State Industrial School for Girls, Chillicothe, Mo., 1910-1913; Present position, 1913—.

**ADA COCHRAN, Pd. B., Pd. M., A. B. .... TEACHING SCHOLAR IN MUSIC.**

Pd. B., State Normal School, Kirksville, Missouri, 1908; Teacher in High School, Hardin, Mo., 1908-10; Student, Teachers College Courses, State Normal School, Kirksville, Mo., 1910-1; Pd. M., same, 1911; A. B., in Education, Normal School, Kirksville, 1912; Present position, 1911—.

**CLARA FRANCES SANFORD, Pd. B., B. S. .... TEACHING SCHOLAR IN MUSIC**

Pd. B., Teachers College Course, Normal School, Kirksville, 1911; Supervisor of Music in Marshall (Mo.) Public Schools, 1909-11; B. S. in Education, 1913; Present position, 1912—.

**OLLIE ELDORA RAGON ..... ASSOCIATE PROFESSOR OF ART.**

Student Normal School Macomb, Illinois, 1891-2; Teacher in rural and graded schools McDonough County, Illinois, 1892-1902; Student Oberlin College, 1893-4 and 1902-3; Special Teacher of Geography and Drawing, Portland, Michigan; Pratt Institute 1903-4; Supervisor of Drawing, Meriden, Conn., 1904-1911; Student Teachers College, summer 1911 and 1911-12; Teacher of Drawing and Manual Training, Teachers College, Potor Alegre, Brazil, 1912-13; Present position, 1913—.

**HAROLD WALDSTEIN FOUGHT, A. B., A. M., . . . ADVISER IN RURAL EDUCATION AND SOCIOLOGY.**

Graduate, Nebraska High School, 1889; Teacher, Public Schools, Nebraska, 1889-90; Principal Public Schools, Hubbell, Nebr., 1890-1; Student, University of Nebraska, 1891-3; Student, in absentia, University of Nebraska, 1893-5; A. B. Iowa College, 1895; Professor, History and Political Science, Iowa College 1895-9; Professor, History and Political Science, Blair College, Nebr., 1899-1900; A. M., Augustana College, Rock Island, Ill., 1901; President, Amsgar College, Minn., 1901-3; Graduate Student, Universities Kiel and Christiania, 1902-4; Principal Academy, Midland College, Atchison, Kansas, 1904-8; Professor, History and Political Science, Midland College, 1905-10; Member, Kansas State Committee on Uniform College Entrance Requirements, 1905-10; Member, City Board of Education, Atchison, Kansas, 1907-10; Author of "The True Significance of the Norse Discovery of America," 1901; "Syllabus of American History," 1902; "The Trail of the Loup," 1906; "The American Rural School, Its Problems and Its Future," 1910; Professor American History, State Normal School, 1910-11; Special Collaborator in Rural Education to U. S. Bureau of Education, 1912; Lecturer in Rural Sociology before International Y. M. C. A., Estes Park, Colorado, 1912; Professor of Rural Education and Sociology, 1911-12; Rural Education Expert for Bureau of Education, Washington, D. C., 1912—; Present position, 1913—.

**FLORENCE M. LANE, B. S. .... TEACHER OF MODEL RURAL SCHOOL.**

Graduate, Pratt Institute, 1899; Student, private Kindergarten, 1900; Student Bible Normal College, Springfield, Mass., 1901-2; Student, Hyannis Normal School, 1902; Student, Night Schools, Springfield, Mass., and Albany, N. Y., 1903-4; B. S., Teachers College, Columbia University, 1910; Teacher in Rural Schools, two years; Supervisor Child Study, two years; Teacher in Horace Mann

Model School, Columbia University, one year; College Tutor in Psychology, Columbia University, one year; Teacher in Interlaken School for Boys, one year; Social Service Worker, Salisbury, Conn., one year; Present position, 1912—.

**ARTHUR BURDETT WARNER, A. B.....PROFESSOR OF SCHOOL ADMINISTRATION.**

Graduate, State Normal School Kirksville, 1879; Post Graduate same, 1882; Superintendent Schools, Allerton, Iowa, 1881-5; Superintendent Schools, Harlan, Iowa, 1885-96; Superintendent Schools, Missouri Valley, Iowa, 1896-1902; Superintendent Schools, Tacoma, Washington, 1902-6; Conductor and Lecturer summer schools and institutes, 1878-1902; Lecturer summer school, University of Washington, 1905; Present position, 1906—.

**WILLIAM ARTHUR CLARK, A. B., A. M., PH. D., PD. D., LL. D. . . PROFESSOR OF EDUCATION AND PSYCHOLOGY.**

Student in Normal School, Lebanon, Ohio, 1871-2; Teacher in Ohio Public Schools, 1872-81; Superintendent Ohio Soldiers' and Sailors' State Orhpans Home Schools, 1881-3; A. B., Normal University, 1885; Professor Mathematics, Normal University, 1885-93; Graduate Student in Mathematics and Pedagogy, Harvard University, 1893-4; Honorary Pd. D., Normal University, 1894; Teacher of Education and Philosophy and Dean of the Faculty Western Normal College, Lincoln, Nebraska, 1894-5; Teacher of Mathematics and Education, Nebraska State Normal School at Peru, 1895-8; Graduate Student in Education and Philosophy, Harvard University, 1898-9; A. M., with honor, 1899; Graduate Student and Teaching Fellow in Education and Psychology University of Chicago, 1899-1900, Ph. D. cum laude, 1900; President Nebraska State Normal School at Peru, 1900-5; Lecturer on Psychology, Garden of the Gods Summer School, 1900; Professor of Education and Dean of the Faculty, Nebraska State Normal School at Kearney, 1905-12; Vice-President National Education Association, 1907-8; Honorary LL. D., Hastings College, 1912; Member of American Association for the Advancement of Science, Nebraska Academy of Science, and Active Member of National Education Association; Author of Teachers' Manuals in "Arithmetic," "Physiology," and "Geography;" "Suggestion in Education;" "Syllabus of Pedagogy;" "Syllabus of Psychology." Present position, 1912—.

**SUSIE BARNES, PD. B., PD. M., A. B., B. S.....DIRECTOR OF PRACTICE SCHOOL.**

Student Tarkio College, 1889-90; Teacher in Rural Schools, 1891-6; Student, Tarkio College, 1896-8; Pd. B., State Normal School, Kirksville, 1900; Critic Teacher, Practice Department, Normal School, Kirksville, 1900-3; Assistant in English and Teacher of Drawing and Physical Education, State Normal School Kirksville, 1903-5; Pd. M., Normal School, Kirksville, 1905; Supervisor of English in Elementary School, 1905-7; Diploma for Teaching English in Secondary Schools, Teachers College, Columbia University, N. Y., 1908; B. S., Columbia University, N. Y., 1908; A. B., Normal School, Kirksville, 1908; Assistant in English, and Supervisor of English in the Elementary School, State Normal School, 1908-9; Teacher, Model Rural School, 1909-10; Student University of Chicago, Summer 1910; Supervising Principal, Practice Schools, 1910-11; Present position, 1911—.

**EUDORA HELEN SAVAGE . . . SUPERVISOR OF ENGLISH IN PRACTICE SCHOOL.**

Graduate, High School Litchfield, Mich., 1890; Teacher in Rural School, summer, 1890; Student, State Normal College, Ypsilanti, Mich., 1890-1; Teacher in grades, Litchfield, Mich., 1891-4; Student, Columbia School of Expression, Chi-

cago, Ill., summer of 1894; Student, State Normal College, Ypsilanti, Mich., 1894-5; Teacher in grades, Marinette, Wis., 1895-6; Ward School Principal, Beloit, Wis., 1896-8; Teacher in Grammar grades, Oak Park (Chicago), Illinois, 1898-1907; Student of University Extension Work, 1902-7; Supervisor of Grammar Grades, State Normal School, Stevens Point, Wis., 1907-9; Student of University of Chicago, 1909-10; Present position, 1910—.

**LAURIE DOOLITTLE...SUP'R OF HISTORY AND GEOGRAPHY IN PRACTICE SCHOOL.**

Graduate, Oskaloosa High School, 1887; Teacher, rural schools, 1887-9; Primary Teacher, Odebolt and Washington, Iowa, 1889-98; Student, Drake University, Summer, 1898; Principal Ward School, Washington, Iowa, 1898-1900; Student under Col. Parker, Chicago Institute, 1900-1; Critic Teacher, Saginaw Training Schools for Teachers, 1901-6; Student, University of Chicago, winter 1910; Present position, 1906—.

**HARVEY GUY SWANSON, Pd. B., A. B.....SUPERVISOR OF MATHEMATICS IN PRACTICE SCHOOL.**

Pd. B. Teachers College Course, Normal School, Kirksville, 1912; A. B., 1913; Present position, 1912—.

**IDELLA RETTENA BERRY, A. B.....SUPERVISOR IN PRIMARY GRADES AND ASSOCIATE IN MANUAL ARTS.**

Graduate, High School, Dover, N. H., 1890; Graduate, Commercial College, Dover, N. H., 1891; Teacher in rural schools, 1891-4; Student, Glens Falls, N. Y., Summer School, summers of 1892 and 1893; Student, Monroe School of Oratory, summer, 1894; A. B., College of Agriculture and Mechanic Arts, Durham, N. H., 1900; Teacher, Dover Public Schools, 1893-1905; Student, Plymouth Normal School, N. H., 1902; Institute Work, 1904-5; Supervisor Nature Study, 1905; Student, Cornell University, Ithaca, N. Y., 1905-6; Student, University of Chicago, 1905-7; Teacher, Aspen, Colorado, 1907-8; Student, University of Chicago, 1908-9; Present position, 1909—.

**HARRIET HOWARD.....SUPERVISOR IN KINDERGARTEN AND PRIMARY GRADES**

Graduate, High School, Ionia, Mich., 1901; Teacher in rural schools, 1902-3; Student, University of Michigan, 1903-5; Graduate, Chicago Kindergarten College, 1908; Director of Kindergarten, La Grange, Ill., 1907-8; Present position, 1908—.

**JO WALKER HUMPHREY.....ADVISER OF WOMEN.**

Graduate St. Joseph High School; student University of Missouri, 1904-5; newspaper work, St. Joseph, Mo. and City of Mexico, Mexico, 1905-07; Present position, 1913—.

CALENDAR FOR 1913													
JANUARY						FEBRUARY				MARCH			
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	..	..	..	..	..	..	..	1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	30	31	..	..
APRIL						MAY				JUNE			
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31	..	..	25	26	27	28	29	30	31
..	..	..	..	..	..	..	..	..	..	..	..	..	..
JULY						AUGUST				SEPTEMBER			
..	1	2	3	4	5	..	..	..	..	1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31	..	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	31	..	..	..
OCTOBER						NOVEMBER				DECEMBER			
..	..	1	2	3	4	..	..	..	..	1	2	3	4
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	15	16	17	18	19	20	21
26	27	28	29	30	31	..	16	17	18	19	20	21	22
..	..	..	..	..	..	..	23	24	25	26	27	28	29

CALENDAR FOR 1914													
JANUARY						FEBRUARY				MARCH			
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	1	2	3	4	..	1	2	3	4	5	6
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	18	9	10	11	12	13	14
18	19	20	21	22	23	24	25	15	16	17	18	19	20
25	26	27	28	29	30	31	..	22	23	24	25	26	27
..	..	..	..	..	..	..	..	23	24	25	26	27	28
APRIL						MAY				JUNE			
..	..	1	2	3	4	..	..	..	..	1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	31	..	..	..	..	..	..
JULY						AUGUST				SEPTEMBER			
..	..	1	2	3	4	..	..	..	..	1	2	3	4
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	30	31	..	..	..	..	..
OCTOBER						NOVEMBER				DECEMBER			
..	..	..	1	2	3	4	..	1	2	3	4	5	6
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	..	..	..	..	..

## WORKING CALENDAR

**1913-14**

Classification of Students . . . . .	Tues., Sept. 9
Class Work Begins . . . . .	Wed., Sept. 10
Fall Term Ends . . . . .	Wed., Nov. 26
Winter Term Begins . . . . .	Mon., Dec. 1
Adjournment, Winter Vacation, 3:00 p. m. . . . .	Tues., Dec. 23
Session Resumes . . . . .	Mon., Jan. 5
Winter Term Ends . . . . .	Fri., Feb. 27
Spring Term Begins . . . . .	Tues., Mar. 3
Baccalaureate Sermon . . . . .	Sun., May 17
Year Closes . . . . .	Tues., May 19
Summer Term, Program Making . . . . .	Tues., May 26
Summer Term, Class Work Begins . . . . .	Wed., May 27
Summer Term Closes . . . . .	Fri., Aug. 7

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